

IN RE:

FAIRFAX COUNTY SCHOOL BOARD

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AUDIO TRANSCRIPTION OF
ELECTRONIC RECORDING OF VIRTUAL REGULAR MEETING
DECEMBER 17, 2020

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AUDIO FILE DOWNLOAD LINK:

<https://www.youtube.com/watch?v=1EjeA3EUzoY> 00:00:00

<https://spaces.hightail.com/receive/1SN9QStDBL> 00:00:04

AUDIO FILE TITLED:

FCPS School Board Meeting 12-17-2020.mp4 00:00:10

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TRANSCRIPTIONIST: Mary C. Dopico, CSR, RPR, CRR 00:00:28

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1	(Audio file titled:		1	MS. OMEISH: Here.	00:04:11
2	FCPS School Board Meeting 12-17-2020.mp4.)		2	CHAIRWOMAN ANDERSON: Ms. Cohen?	00:04:13
3			3	MS. COHEN: Here.	00:04:17
4	CHAIRWOMAN ANDERSON: Ms. McLaughlin?	00:00:41	4	CHAIRWOMAN ANDERSON: Mr. Frisch?	00:04:18
5	MS. McLAUGHLIN: I'm here.	00:00:57	5	MR. FRISCH: Here.	00:04:23
6	CHAIRWOMAN ANDERSON: Thank you.	00:01:36	6	CHAIRWOMAN ANDERSON: Ms. Tholen?	00:04:25
7	Ms. Meren?	00:02:23	7	(No response.)	
8	MS. MEREN: Good evening. Yes, ma'am.	00:02:32	8	CHAIRWOMAN ANDERSON: I don't see her here.	00:04:31
9	CHAIRWOMAN ANDERSON: Good evening.	00:03:23	9	And Ms. Pekarsky?	00:04:32
10	Ms. Sizemore Heizer.	00:03:24	10	MS. PEKARSKY: I am here, thank you.	00:04:35
11	MS. SIZEMORE HEIZER: I'm here.	00:03:29	11	CHAIRWOMAN ANDERSON: Ms. Tholen, last call?	00:04:37
12	CHAIRWOMAN ANDERSON: Thank you, ma'am.	00:03:31	12	(No response.)	
13	Ms. Tholen?	00:03:33	13	Okay. And Mr. Onibudo?	00:04:43
14	(No response.)		14	MR. ONIBUDO: I'm here.	00:04:49
15	Not yet.	00:03:40	15	CHAIRWOMAN ANDERSON: Good evening.	00:04:50
16	Ms. Derenak Kaufax?	00:03:42	16	Ms. Mulberg, maybe if we just reach	00:04:51
17	MS. DERENAK KAUFAX: Good evening.	00:03:44	17	out to Ms. Tholen.	00:04:54
18	CHAIRWOMAN ANDERSON: Ms. Corbett Sanders?	00:03:46	18	MS. MUHLBERG: Okay.	00:04:56
19	MS. CORBETT SANDERS: I'm here.	00:03:53	19	CHAIRWOMAN ANDERSON: Thank you so much.	00:04:56
20	CHAIRWOMAN ANDERSON: Thank you.	00:03:56	20	This the December 17th, 2020,	00:04:59
21	Ms. Keys Gamarra?	00:03:57	21	regular meeting of the Fairfax County	00:05:03
22	MS. KEYS-GAMARRA: I'm here.	00:03:59	22	School Board will now come to order. I	00:05:05
23	CHAIRWOMAN ANDERSON: Ms. Pekarsky?	00:04:04	23	have already taken roll.	00:05:08
24	(No response.)		24	Please rise as our student	00:05:09
25	Ms. Omeish?	00:04:08	25	representative, Nathan Onibudo, leads us	00:05:11
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1	in reciting the Pledge of Allegiance,	00:05:14	1	MS. MUHLBERG: I will do that offline. Thank	00:06:53
2	followed by a moment of silence.	00:05:16	2	you.	00:06:55
3	Mr. Onibudo.	00:05:22	3	CHAIRWOMAN ANDERSON: Thank you so much.	00:06:55
4	MR. ONIBUDO: I pledge allegiance to the flag	00:05:22	4	Ms. Tholen, I see that you are with	00:06:58
5	of the United States of America, and to	00:05:28	5	us. Please check your microphone.	00:07:00
6	the Republic for which it stands, one	00:05:30	6	MS. COHEN: Sorry. I'm here. I'm having	00:07:06
7	Nation, under God, indivisible, with	00:05:32	7	connection issues.	00:07:07
8	liberty and justice for all.	00:05:33	8	CHAIRWOMAN ANDERSON: No. I thought it was	00:07:09
9	Thank you.	00:05:39	9	Ms. Tholen who just came in. Not	00:07:10
10	CHAIRWOMAN ANDERSON: Now we will take a	00:05:43	10	Ms. Cohen, because I had you already	00:07:12
11	moment of silence.	00:05:44	11	listed. She may --	00:07:15
12	(Moment of silence.)		12	Ms. Tholen?	00:07:17
13	Thank you all.	00:06:22	13	MS. THOLEN: I'm here.	00:07:21
14	Studio, I just want to be sure that	00:06:24	14	CHAIRWOMAN ANDERSON: Thank you so much.	00:07:23
15	we do not have any sound issues. The live	00:06:26	15	At this point we'll move to item	00:07:25
16	stream, I was just informed that there may	00:06:29	16	2.02, certification of closed meeting	00:07:28
17	be some concerns with sound on the live	00:06:31	17	compliance.	00:07:30
18	stream.	00:06:35	18	In order to comply with Section	00:07:31
19	So, studio, please confirm.	00:06:35	19	2.2-3712(D) of the Code of Virginia it is	00:07:35
20	(No response.)		20	necessary for the board to certify that	00:07:37
21	CHAIRWOMAN ANDERSON: Ms. Mulberg, do we have	00:06:44	21	since the Fairfax County School Board	00:07:39
22	studio with us?	00:06:46	22	convene a closed meeting on December 17,	00:07:41
23	MS. MUHLBERG: Yes, we do.	00:06:48	23	2020, and to the best of each member's	00:07:43
24	CHAIRWOMAN ANDERSON: Can we confirm that	00:06:50	24	knowledge only public business matters	00:07:46
25	there's sound on the live stream?	00:06:51	25	lawfully exempted from open meeting	00:07:49

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1	requirements and only such public business	00:07:51	1	MR. ONIBUDO: Thank you, Dr. Anderson.	00:09:08
2	matters as were identified in the motion	00:07:53	2	National Mentoring Month, January 2021	00:09:12
3	convening the closed meeting were heard,	00:07:56	3	National Mentoring Month highlights	00:09:15
4	discussed or considered by the board	00:07:58	4	mentoring and the positive impact it can	00:09:16
5	during the closed meeting.	00:08:00	5	have on young lives. This month-long	00:09:18
6	Thank you, Ms. Omeish, for moving;	00:08:01	6	outreach campaign focuses national	00:09:21
7	and I see a second by Ms. Derenak Kaufax.	00:08:03	7	attention on the need for mentors as well	00:09:22
8	All in favor?	00:08:08	8	as how each of us individuals,	00:09:25
9	Ms. Omeish, Ms. Derenak Kaufax,	00:08:10	9	businesses, government agencies, schools,	00:09:27
10	Mr. Frisch, Ms. Meren, Ms. Pekarsky,	00:08:12	10	faith communities and non-profits can	00:09:29
11	Ms. Cohen, Ms. Keys-Gamarra, Ms. Sizemore	00:08:15	11	work together to increase the number of	00:09:32
12	Heizer, Ms. McLaughlin, Ms. Corbett	00:08:18	12	mentors and ensure brighter futures for	00:09:33
13	Sanders, and myself and that is 11. Thank	00:08:20	13	our young people. Positive relationships	00:09:36
14	you.	00:08:27	14	between mentors and their mentees have	00:09:39
15	All opposed?	00:08:28	15	been shown to encourage young people to	00:09:41
16	Seeing none, any abstentions?	00:08:38	16	stay in school, achieve personal growth,	00:09:42
17	Ms. Tholen, I'm so sorry, I did not	00:08:42	17	believe in themselves and live up to	00:09:45
18	record a vote for you.	00:08:44	18	their potential.	00:09:47
19	Is she having connection issues?	00:08:51	19	We have a tremendous need for	00:09:48
20	Thank you, Ms. Tholen. In favor. I	00:08:54	20	mentors at all levels of FCPS. If you	00:09:49
21	appreciate that.	00:08:56	21	would like to learn more about how you can	00:09:53
22	Okay. Thank you so much.	00:08:58	22	mentor a student, please visit FCPS.EDU	00:09:54
23	At this time I will call on	00:08:59	23	and search "be a mentor." Make a	00:09:58
24	Mr. Onibudo for an announcement.	00:09:01	24	difference in a child's life today.	00:10:00
25	Mr. Onibudo?	00:09:03	25	Thank you.	00:10:02
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1	CHAIRWOMAN ANDERSON: Thank you, Mr. Onibudo	00:10:05	1	we have no in-person speakers for this	00:10:56
2	The next order of business is	00:10:07	2	afternoon.	00:10:59
3	citizen participation. Speakers are	00:10:08	3	Tonight, ten citizens have signed up	00:10:59
4	requested to limit remarks to not more	00:10:10	4	to address the board and we will also have	00:11:01
5	than three minutes.	00:10:13	5	three video testimonies. Our clerk,	00:11:03
6	The school board will not hear	00:10:14	6	Ms. Mulberg, will call the speakers.	00:11:06
7	statements involving issues that have been	00:10:15	7	Ms. Mulberg.	00:11:08
8	scheduled for public hearings, such as	00:10:18	8	MS. MUHLBERG: Our first speaker is Kimberly	00:11:10
9	capital improvement program, budget and	00:10:20	9	Adams.	00:11:17
10	boundaries. Speakers should only address	00:10:22	10	MS. ADAMS: Good evening. Can you hear me?	00:11:19
11	new business, action items or resolutions	00:10:25	11	MS. MUHLBERG: Yes, we can. Go ahead, please.	00:11:22
12	as listed on the meeting agenda.	00:10:27	12	MS. ADAMS: My name is Kimberly Adams, and I'm	00:11:24
13	Complaints regarding individual	00:10:30	13	speaking as the president of the Fairfax	00:11:26
14	students or school-based employees should	00:10:31	14	Education Association, a union	00:11:27
15	be directed to the appropriate school	00:10:33	15	representing all classifications of	00:11:30
16	principal or other school official.	00:10:35	16	employees in FCPS.	00:11:32
17	Speakers should refrain from using	00:10:38	17	Tonight, this board has many action	00:11:33
18	personally identifiable information in	00:10:40	18	items on the agenda; and we appreciate	00:11:35
19	connection with an individual student and	00:10:42	19	that the work does not stop as we continue	00:11:38
20	are expected to deliver their comments	00:10:44	20	to move throughout this pandemic.	00:11:40
21	with the decorum and respect appropriate	00:10:46	21	Our union remains committed to	00:11:42
22	to the conduct of the public indi- --	00:10:49	22	working with you through so many of these	00:11:43
23	appropriate to the conduct of the public's	00:10:51	23	deeper issues within our system.	00:11:45
24	business.	00:10:54	24	As the superintendent says, we may	00:11:48
25	In-person speakers should -- Well,	00:10:54	25	not always agree. There are certainly	00:11:50

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1	details, approaches and strategies	00:11:52	1	still believe the groups 1 and 2 should	00:12:46
2	utilized during this pandemic which we	00:11:54	2	not return until metric thresholds are	00:12:48
3	have had our disagreements with, but we	00:11:56	3	delineated for both groups.	00:12:50
4	are all working together to maintain	00:11:58	4	While we appreciate that they will	00:12:52
5	safety and articulate our concerns.	00:11:59	5	be virtual for the first week after the	00:12:54
6	We appreciate that the	00:12:02	6	break, it is critical that those staff	00:12:55
7	superintendent and his leadership team	00:12:03	7	will be offered the vaccination before	00:12:58
8	have been more responsive to daily	00:12:05	8	being forced to return.	00:13:00
9	inquiries, information-sharing, and	00:12:07	9	The FEA believes that we should	00:13:02
10	two-way communication in recent weeks.	00:12:09	10	pause the return-to-school's timeline	00:13:04
11	We will continue to partner in good	00:12:11	11	until all staff are offered the	00:13:05
12	faith with the superintendent whenever we	00:12:13	12	vaccination. This will ensure that we do	00:13:07
13	can to find common ground as his contract	00:12:14	13	not overload our system and increase the	00:13:09
14	is extended through the next school year.	00:12:17	14	viral spread in our community. We should	00:13:12
15	The FEA continues to impress on this	00:12:19	15	wait just a few more months -- and we know	00:13:14
16	board that we must move forward with	00:12:21	16	it will be months, not years -- but as	00:13:16
17	safety and prudence as the vaccination is	00:12:23	17	long as it takes to protect everyone.	00:13:19
18	just on the horizon. Our union knows that	00:12:26	18	This is the only prudent course of action.	00:13:21
19	our students' best learning and our	00:12:29	19	After the vaccine is more widely	00:13:24
20	staff's best work happens in person; but	00:12:31	20	available and the community is protected,	00:13:25
21	it is truly not safe yet.	00:12:34	21	we expect that our COVID infection rates	00:13:27
22	The data trends indicated on the	00:12:36	22	will drop. It is at that point that the	00:13:29
23	pandemic dashboard for schools show that	00:12:38	23	community spread will be slowed and	00:13:31
24	we have continued to exceed the metrics by	00:12:40	24	eventually eliminated and thus protecting	00:13:33
25	far for most groups to be in person. We	00:12:43	25	our schools.	00:13:35
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1	The FEA will stand with this board,	00:13:36	1	MALE VOICE: I can hear you, Marty.	00:17:33
2	this administration, as we encourage	00:13:38	2	CHAIRWOMAN ANDERSON: We're taking a recess,	00:17:35
3	everyone to learn about the vaccine, take	00:13:40	3	since the public is not able to hear on	00:17:36
4	time to educate yourself and get	00:13:43	4	the live stream. There seems to be a	00:17:39
5	vaccinated when it is available to you.	00:13:45	5	sound issue, so we're taking a -- a pause	00:17:40
6	Thank you for your time.	00:13:47	6	until we can get that remedied.	00:17:43
7	CHAIRWOMAN ANDERSON: That you think very	00:13:50	7	MR. SMITH: We're checking on that. I'm	00:17:45
8	much, Ms. Adams.	00:13:51	8	working with Mr. Sethi.	00:17:47
9	Ms. Mulberg, I am going to interrupt	00:13:52	9	CHAIRWOMAN ANDERSON: Oh, thank you. I didn't	00:17:50
10	here for a second because we're still	00:13:54	10	realize that. I'm off.	00:17:51
11	getting reports that our community is not	00:13:56	11	MR. SMITH: Okay. I have heard from a member	00:18:18
12	able to hear the goings-on of the meeting	00:13:59	12	of the community that the live stream may	00:18:19
13	at this point; and so I would like to take	00:14:02	13	be working now; but we are checking on	00:18:22
14	a five-minute pause for us to collect --	00:14:05	14	that to make sure.	00:18:25
15	for us to connect with IT to ensure that	00:14:08	15	So I know that the crew is	00:19:07
16	the public is able to engage in this	00:14:11	16	troubleshooting and I am also getting	00:19:33
17	meeting, since many are following on a	00:14:13	17	reports from many folks in the community	00:19:35
18	live stream.	00:14:16	18	that the sound and the transmission seems	00:19:38
19	So we will take a five-minute pause,	00:14:18	19	to be working now.	00:19:41
20	everyone, so we can remedy this situation.	00:14:19	20	CHAIRWOMAN ANDERSON: Okay. Thank you very	00:19:43
21	Thank you.	00:16:39	21	much, Mr. Smith. So at this point we	00:19:44
22	(Five-minute break.)		22	will proceed with our second speaker.	00:19:46
23	MR. SMITH: Test. Test. Can anyone hear me?	00:17:27	23	MS. CORBETT SANDERS: Dr. Anderson --	00:19:48
24	FEMALE VOICE: Yeah. We can hear you, Marty.	00:17:30	24	CHAIRWOMAN ANDERSON: Ms. Mulberg --	00:19:49
25	CHAIRWOMAN ANDERSON: Yes, Mr. Smith.	00:17:32	25	MS. CORBETT SANDERS: Dr. Anderson?	00:19:50

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1	CHAIRWOMAN ANDERSON: Yes, Ms. Corbett	00:19:51	1	CHAIRWOMAN ANDERSON: So we don't have that on	00:20:44
2	Sanders?	00:19:53	2	the live stream, Mr. Smith. If we can	00:20:46
3	MS. CORBETT SANDERS: I just received a text	00:19:53	3	troubleshoot that, we'll recess for	00:20:47
4	message from my husband saying they had	00:19:55	4	another few minutes --	00:20:49
5	no sound on the live stream.	00:19:57	5	MR. SMITH: We --	00:20:51
6	CHAIRWOMAN ANDERSON: And that's what I was	00:20:02	6	CHAIRWOMAN ANDERSON: -- so that that can --	00:20:51
7	receiving before we recessed; but I	00:20:03	7	MR. SMITH: There may be some issues with our	00:20:53
8	believe Mr. Smith said there are some	00:20:07	8	providers.	00:20:57
9	parts that are getting sound.	00:20:10	9	CHAIRWOMAN ANDERSON: Okay. How about we take	00:20:58
10	Mr. Smith?	00:20:13	10	another few minutes for you to follow up	00:21:00
11	MR. SMITH: So we are -- we are checking, and	00:20:14	11	on that?	00:21:51
12	I'm getting text messages from across the	00:20:15	12	(Break.)	
13	system that are saying that -- that the	00:20:18	13	CHAIRWOMAN ANDERSON: Ms. Adams, just to	00:22:14
14	TV is now working.	00:20:21	14	respond to your question, we will have	00:22:16
15	So, again, we are checking -- the	00:20:22	15	you provide your speech again once we	00:22:18
16	crews are checking internally on the	00:20:25	16	have all of our systems working and	00:22:21
17	issues.	00:20:29	17	operational. Thank you.	00:22:24
18	CHAIRWOMAN ANDERSON: Are we free to proceed?	00:20:30	18	(Break.)	
19	Do we have enough -- Do we have the	00:20:31	19	CHAIRWOMAN ANDERSON: Okay. Getting some	00:23:29
20	public having access to the live stream?	00:20:33	20	feedback that there is now sound.	00:23:31
21	That's my question.	00:20:35	21	Ms. Corbett Sanders, would you mind	00:23:33
22	MS. CORBETT SANDERS: My husband doesn't have	00:20:38	22	doing a quick check again at your home?	00:23:35
23	the sound on the live stream. That's	00:20:39	23	MS. CORBETT SANDERS: Let me run downstairs to	00:23:38
24	what I'm letting you know. It's not on	00:20:41	24	where my husband is and check. Hold on.	00:23:39
25	television.	00:20:43	25	CHAIRWOMAN ANDERSON: And we will start again	00:23:50
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1	with speaker one. So, Ms. Adams, you	00:23:51	1	deeper issues within our system.	00:25:18
2	will be back up again.	00:23:54	2	As the superintendent says, we may	00:25:21
3	(Pause.)		3	not always agree. There are certainly	00:25:22
4	MALE VOICE: It -- It's working at our house,	00:24:33	4	details, approaches and strategies	00:25:25
5	Chairman Anderson. I just did a check	00:24:35	5	utilized during this pandemic that we have	00:25:26
6	here with my -- with my spouse.	00:24:37	6	had our disagreements with; but we are all	00:25:28
7	MALE VOICE 2: And live streaming is working	00:24:40	7	working together to maintain safety and	00:25:31
8	from my home as well.	00:24:42	8	articulate our concerns.	00:25:33
9	CHAIRWOMAN ANDERSON: Okay. Thank you so very	00:24:44	9	We appreciate that the	00:25:35
10	much.	00:24:46	10	superintendent and his leadership team	00:25:36
11	Ms. Mulberg, let's go ahead and call	00:24:46	11	have been responsive to daily inquiries,	00:25:38
12	the first speaker, so she can be --	00:24:49	12	information-sharing, and two-way	00:25:40
13	MS. MUHLBERG: Our first speaker -- Our first	00:24:51	13	communication in recent weeks. We will	00:25:42
14	speaker is Kimberly Adams.	00:24:53	14	continue to partner in good faith with the	00:25:44
15	MS. ADAMS: Good evening again. My name is	00:24:57	15	superintendent whenever we can to find	00:25:46
16	Kimberly Adams and I'm speaking as the	00:24:59	16	common ground as his contract is extended	00:25:48
17	president of the Fairfax Education	00:25:00	17	through the next school year.	00:25:51
18	Association, a union representing all	00:25:02	18	The FEA continues to impress on this	00:25:53
19	classifications of employees in FCPS.	00:25:04	19	board that we must move forward with	00:25:55
20	Tonight this board has many action	00:25:07	20	safety and prudence as the vaccine is just	00:25:57
21	items on the agenda and we appreciate that	00:25:09	21	upon the horizon. Our union knows that	00:25:59
22	the work does not stop as we continue to	00:25:11	22	our students' best learning and our	00:26:01
23	move through this pandemic.	00:25:13	23	staff's best work happens in person; but	00:26:03
24	Our union remains committed to	00:25:15	24	it is truly not safe yet.	00:26:06
25	working with you through so many of the	00:25:16	25	The data trends indicated on the	00:26:09

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1	pandemic dashboard for schools show that	00:26:11	1	spread will be slowed and eventually	00:27:05
2	we have continued to exceed the metrics by	00:26:13	2	eliminated, protecting our schools.	00:27:06
3	far for so many groups to be in person.	00:26:15	3	The FEA will stand with this board	00:27:09
4	We still believe that groups 1 and 2	00:26:19	4	and administration as we encourage	00:27:11
5	should not return until metric thresholds	00:26:21	5	everyone to learn about the vaccine, take	00:27:13
6	are delineated for both groups.	00:26:23	6	time to educate yourself, and get	00:27:16
7	While we appreciate that they will	00:26:25	7	vaccinated when it is available to you.	00:27:18
8	be virtual for the first week after break,	00:26:27	8	Thank you for your time.	00:27:21
9	it is critical that those staff will be	00:26:29	9	MS. MUHLBERG: Thank you. Our next speaker is	00:27:24
10	offered the vaccination before being	00:26:31	10	Asra Nomani.	00:27:25
11	forced to return.	00:26:33	11	MS. NOMANI: Hi there. My name is Asra	00:27:27
12	FEA believes that we should pause	00:26:35	12	Nomani. I came to you almost six months	00:27:29
13	the return-to-school's timeline until all	00:26:37	13	to the day, I introduced myself to you, I	00:27:32
14	staff are offered the vaccine. This will	00:26:39	14	told you that I am a mother, I'm an	00:27:35
15	ensure that we do not overload our system	00:26:41	15	immigrant from India, I'm a single mom to	00:27:37
16	and increase the viral spread in our	00:26:44	16	a TJ student, and I came to you with	00:27:41
17	community. We should wait just a few more	00:26:45	17	sincerity in my heart; but little did I	00:27:43
18	months -- and we know it will be months	00:26:48	18	know that just the day before a teacher	00:27:46
19	and not years -- but as long as it takes	00:26:50	19	at TJ had sent an e-mail to our school	00:27:49
20	to protect everyone. This is the only	00:26:52	20	principal telling her that the school and	00:27:53
21	prudent course of action.	00:26:55	21	the staff had to strike while the iron	00:27:56
22	After the vaccine is widely	00:26:57	22	was hot. Now what did they have to	00:27:59
23	available and the community is protected,	00:26:58	23	strike on? They had to strike on our	00:28:01
24	we expect our COVID infection rates will	00:27:00	24	school.	00:28:05
25	drop. It is at that point the community	00:27:02	25	Tonight you are about to destroy TJ.	00:28:06
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1	You're about to use our school as an	00:28:11	1	change and radically upend admissions to	00:29:33
2	example of what you can pursue when you	00:28:16	2	TJ.	
3	have an activist agenda.	00:28:19	3	So all summer, the education	00:29:38
4	Since the pandemic, you have failed	00:28:22	4	secretary, the school principal, Karen	00:29:41
5	our students. You have failed our	00:28:26	5	Keys-Gamarra, a student, school officials	00:29:43
6	families. You have failed our faculty and	00:28:28	6	across our count -- across our county and	00:29:48
7	our community. Over these six months and	00:28:31	7	state worked behind the scenes to change	00:29:50
8	after 800 pages of a FOIA that showed the	00:28:35	8	admissions.	00:29:54
9	e-mails and the traffic I've been able to	00:28:40	9	By August a Virginia Department of	00:29:55
10	discover that, in fact, the fix was in.	00:28:42	10	Education official wrote to the school	00:29:58
11	The school principal, activist alumni,	00:28:47	11	principal and thanked her for her openness	00:30:00
12	school board members, our secretary of	00:28:50	12	on admissions changes, including a	00:30:03
13	education had all put a target on TJ and	00:28:53	13	lottery. The fix was in.	00:30:05
14	its students.	00:28:57	14	This is dirty politics. You have	00:30:08
15	You knew that there was a diversity	00:28:59	15	destroyed a school and you're about to do	00:30:11
16	report that you had to put forward in	00:29:01	16	that tonight.	00:30:13
17	October. It was stated very clearly to	00:29:04	17	I urge you to stop your actions now.	00:30:14
18	Jeremy Shughart that this was a very	00:29:08	18	Stop this political corruption. Stand up	00:30:17
19	simple report; that it wouldn't even	00:29:10	19	for the students that you have forgotten	00:30:20
20	require school board approval. And Scott	00:29:13	20	and remember your commitment to education,	00:30:23
21	Brabrand responded to a town hall question	00:29:16	21	not activism.	00:30:26
22	recently and said: What changed? And he	00:29:20	22	Thank you.	00:30:28
23	said it was George Floyd. It was the	00:29:24	23	MS. MUHLBERG: Thank you. Our next speaker is	00:30:29
24	social justice movement that changed his	00:29:26	24	Akshay Deverakonda.	00:30:31
25	heart and soul and that made him want to	00:29:30	25	MR. DEVERAKONDA: Hi, good evening. At last	00:30:36

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1	week week's TJ work session many board	00:30:37	1	Gwinnett County is 32 percent black	00:31:26
2	members cited seemingly lower attention	00:30:39	2	while the school is 22 percent black. The	00:31:28
3	rates at the Gwinnett School of Math,	00:30:40	3	county is 33 percent Latinx, while the	00:31:31
4	Science, and Technology in Georgia as a	00:30:42	4	school is 10 percent Latinx. And it's	00:31:33
5	reason to reject the merit lottery	00:30:44	5	hard to argue that this pro-equity	00:31:35
6	proposal.	00:30:46	6	approach is anti-Asian. Gwinnett County's	00:31:37
7	Afterwards I did my own research and	00:30:47	7	11 percent Asian, while Gwinnett School is	00:31:39
8	I got current data from the Georgia	00:30:48	8	46 percent Asian.	00:31:42
9	Department of Education and I want to set	00:30:50	9	What stands out for me is that even	00:31:44
10	the record straight. The numbers that	00:30:52	10	when they face challenges, Gwinnett always	00:31:46
11	you-all saw are from three years ago and	00:30:54	11	prioritized equal opportunity. The school	00:31:48
12	are only one-year snapshot. The Gwinnett	00:30:55	12	and county leadership never tried to	00:31:51
13	School was founded in 2007 as a charter	00:30:58	13	replace the lottery with the holistic	00:31:52
14	school and was modeled after TJ.	00:31:00	14	review system, that it's clearly failed --	00:31:53
15	In 2016 Gwinnett became a magnet	00:31:02	15	failed for decades to identify qualified	00:31:55
16	school in order to require Algebra I for	00:31:04	16	students from all groups.	00:31:57
17	their lottery and ever since then	00:31:06	17	Gwinnett made their merit lottery	00:31:59
18	retention drastically improved. Freshman	00:31:08	18	central and they made it work. Instead of	00:32:00
19	retention increased from 66 percent to	00:31:10	19	starting at the top of privilege and	00:32:03
20	almost 90 percent and each year keeps	00:31:13	20	access and skimming from there, Gwinnett	00:32:04
21	going up even with the freshman course	00:31:15	21	includes every single group and as one	00:32:06
22	load of two in-hearing courses, 10th grade	00:31:17	22	community buy-in for doing so.	00:32:08
23	chemistry, and 11th grade physics at once	00:31:19	23	Gwinnett School fulfills the intent	00:32:11
24	At the same time the school has a better	00:31:22	24	of Virginia governor's schools more than	00:32:12
25	representation than TJ does.	00:31:24	25	TJ does and more than TJ will under	00:32:14

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1	holistic review. The merit lottery	00:32:17	1	If you vote no on the merit lottery,	00:33:13
2	doesn't create competition. It creates a	00:32:19	2	then that's your choice. You know my	00:33:14
3	community of learners. It recognizes that	00:32:21	3	position. Don't do it because you're	00:33:16
4	giftedness cannot be measured or ranked.	00:32:23	4	given data that didn't show the real	00:33:18
5	Every student can be gifted and every	00:32:26	5	picture and don't do it because you didn't	00:33:20
6	student should have an equal chance. And	00:32:28	6	know how the school with a merit lottery	00:33:22
7	where has that gotten them? Number one	00:32:30	7	is growing, thriving and succeeding,	00:33:24
8	high school in Georgia every year since	00:32:32	8	because now you do.	00:33:27
9	2013, number 12 high school nationwide in	00:32:34	9	MS. MUHLBERG: Thank you. Our next speaker is	00:33:33
10	2020, many students to win statewide	00:32:37	10	Paul Thomas.	00:33:34
11	science and tech competitions, a school	00:32:39	11	MR. THOMAS: Thank you. My name is Paul	00:33:37
12	that believes students can excel in STEM	00:32:42	12	Thomas and I would like to address the	00:33:39
13	and also just happen to be poor, and	00:32:44	13	issue of TJ's admissions process. I went	00:33:40
14	recognizes that the only way not to let	00:32:46	14	to elementary, middle and high school in	00:33:43
15	privilege outweigh poverty is to, well,	00:32:49	15	Fairfax County before going to MIT and	00:33:45
16	not let it. 31 percent of Gwinnett School	00:32:52	16	GMU. For -- From 1990 to '96, I taught	00:33:48
17	is on free -- free meals compared to 53	00:32:54	17	math and computer science at TJ, and I	00:33:50
18	percent for the county.	00:32:57	18	still work in education as a curriculum	00:33:53
19	I am not here to change your votes.	00:32:59	19	developer and consultant. I was also on	00:33:54
20	I know you've made up your minds. I am	00:33:01	20	your AAP Advisory Committee representing	00:33:57
21	here to defend Gwinnett and to clear its	00:33:03	21	Pat Hines and then Melanie Meren last	00:33:59
22	name. They're not a case study of what	00:33:05	22	year.	00:34:02
23	might go wrong. They're an example of	00:33:07	23	When I reflect back on my own	00:34:02
24	what will go right when we choose to do	00:33:09	24	journey from kindergarten to 7th grade,	00:34:04
25	the right thing for every student.	00:33:11	25	it's easy to focus on my pre-Algebra	00:34:06

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1	teacher, who when asked if I should take	00:34:08	1	at getting into TJ. As a result, I	00:35:02
2	8th grade algebra wrote no with four	00:34:10	2	strongly support Dr. Brabrand's merit	00:35:05
3	exclamation points. But the truth is that	00:34:12	3	lottery proposal.	00:35:07
4	none of the kind, competent, FCPS teachers	00:34:15	4	When I was teaching at TJ in the	00:35:09
5	I had for elementary and middle school	00:34:17	5	early and mid Nineties, there was much	00:35:11
6	ever thought to suggest that I should be	00:34:20	6	discussion about how to improve enrollment	00:35:13
7	tested for GT.	00:34:22	7	for underrepresented groups. Even then it	00:35:15
8	They never believed I was	00:34:23	8	was easy to see that the application	00:35:18
9	intellectually worthy of rigor. They	00:34:24	9	process acted as a proxy for privilege.	00:35:19
10	never pushed me. But I got lucky. If not	00:34:27	10	TJ and the school board have tried	00:35:22
11	for my pushy math teacher mother, my	00:34:30	11	many strategies over the past three	00:35:24
12	school teacher's implicit biases and low	00:34:32	12	decades for improving equity of	00:35:26
13	expectations of my capabilities, would	00:34:34	13	opportunity at TJ. But these strategies	00:35:28
14	have defined an artificially low ceiling	00:34:36	14	have all met with the same lack of	00:35:30
15	for my academic future.	00:34:38	15	efficacy here as they have around the	00:35:32
16	I've read a ton of research that	00:34:41	16	country.	00:35:34
17	leads me to believe that my elementary and	00:34:42	17	Enrichment programs and outreach and	00:35:35
18	middle school story is still playing out	00:34:44	18	teacher PD and better level 1 AAP	00:35:37
19	for many black and brown students around	00:34:46	19	curricula are all important, but they have	00:35:39
20	the country and around Fairfax County.	00:34:48	20	act -- they haven't actually moved the	00:35:42
21	Implicit biases drive low expectations,	00:34:51	21	needle on equity or diversity at TJ. An	00:35:43
22	which lead to low rigor which creates a	00:34:53	22	increasingly holistic admissions process	00:35:46
23	loop of self-fulfilling prophases.	00:34:56	23	has definitely not helped.	00:35:49
24	We can help break this loop by	00:34:58	24	Let's be honest, each iteration of	00:35:51
25	giving every qualified student a real shot	00:35:00	25	TJ's holistic admissions process is a game	00:35:53
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1	that's been solved. Families with the	00:35:55	1	MS. MUHLBERG: The speaker's time is now up	00:36:42
2	time and money know how to set their	00:35:57	2	Thank you.	00:36:44
3	students up for success. It's like	00:35:59	3	Our next speaker is Jun Wang.	00:36:44
4	counting cards while playing blackjack at	00:36:01	4	MR. WANG: Can you hear me? Can you --	00:36:48
5	a casino. They count cards for years so	00:36:03	5	MS. MUHLBERG: Yes. Go ahead, please.	00:36:51
6	that when they place -- place their bets	00:36:05	6	MR. WANG: -- hear me?	00:36:51
7	late in the game, gives them a massive	00:36:07	7	Thank you.	00:36:53
8	advantage over anyone who didn't have the	00:36:09	8	MS. MUHLBERG: Yes.	00:36:54
9	time or money to play the long game.	00:36:10	9	MR. WANG: The honorable FCPS School Board	00:36:55
10	Yes, the test has always been a big	00:36:13	10	believe you remember your oath as well as	00:36:58
11	part of the problem; but those of us who	00:36:14	11	the Constitution of the United States,	00:37:00
12	have experienced and/or read the research	00:36:16	12	the Constitution of Virginia, and perform	00:37:04
13	on educators implicit biases have a hard	00:36:18	13	your duty faithfully and impartially.	00:37:07
14	time accepting that more subjectivity is	00:36:21	14	Today you will decide on the	00:37:09
15	the pathway to equity.	00:36:24	15	contract extension for superintendent	00:37:11
16	Even keeping a version of the	00:36:26	16	Dr. -- Dr. Brabrand and I strongly urge	00:37:14
17	student information sheet and the	00:36:27	17	you to vote no unanimously. At the	00:37:17
18	problem-solving essays would provide	00:36:29	18	beginning of the pandemic, Dr. Brabrand	00:37:20
19	opportunities for privilege and biases to	00:36:30	19	insisted to keep schools open until the	00:37:23
20	have outsized effects on admissions	00:36:33	20	government ordered to close all Virginia	00:37:25
21	decisions.	00:36:36	21	schools, even though FCPS closed the	00:37:28
22	It's important to keep in mind that	00:36:36	22	longer than other school divisions to	00:37:31
23	Dr. Brabrand's proposal up stacks --	00:36:38	23	prepare, the distant learning started with	00:37:33
24	(Bell ringing - unintelligible)		24	disaster and ended with unfavorable	00:37:38
25	-- requirement reply.	00:36:40	25	forecasts for all students in the first	00:37:40

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1	quarter. The distant learning failure is	00:37:42	1	model for students. The community does	00:38:56
2	(unintelligible) of FCPS systems and the	00:37:46	2	not need his leadership of dishonesty and	00:39:00
3	constant ransomware attacks in the summer	00:37:50	3	mismanagement.	00:39:04
4	which put FCPS employees and the FCPS	00:37:53	4	Since Dr. Brabrand's example was	00:39:05
5	families in the danger of identity theft.	00:37:56	5	built on his fraud, the board should	00:39:08
6	Student enrollment of this school	00:38:00	6	reject it altogether. You don't need to	00:39:11
7	year has dropped by 5 percent. The	00:38:02	7	(unintelligible) between the two-part	00:39:14
8	student failing rates has doubled in the	00:38:04	8	effort Dr. Brabrand proposed; and you	00:39:16
9	first quarter.	00:38:06	9	don't have to sacrifice the community.	00:39:19
10	Dr. Brabrand has failed repeatedly	00:38:08	10	(unintelligible) state recommendations to	00:39:21
11	and consistently; but he has not said a	00:38:11	11	sacrifice (unintelligible). You need to	00:39:25
12	single word to apologize which indicates	00:38:14	12	stand with the community.	00:39:27
13	that he has no intention to reflect on his	00:38:18	13	Thank you.	00:39:30
14	mistakes or to improve.	00:38:21	14	MS. MUHLBERG: Thank you. Before I call the	00:39:32
15	More seriously, Dr. Brabrand	00:38:24	15	next speaker, I'd like to remind speakers	00:39:33
16	intentionally lied to the school board	00:38:27	16	that when you're finished, please shut	00:39:35
17	about the state mandate and the missed	00:38:29	17	down your camera, and I will mute you.	00:39:37
18	(unintelligible) wasted so much time on	00:38:33	18	Thank you.	00:39:38
19	his TJ admission (unintelligible) plan,	00:38:35	19	MR. WANG: Thank you.	00:39:39
20	which has no legal basis, no data -- no	00:38:38	20	MS. MUHLBERG: Our next speaker is Zia	00:39:40
21	concrete data support and no convincing	00:38:42	21	Tompkins.	00:39:41
22	investigation and analysis.	00:38:45	22	MR. TOMPKINS: Hi. Good evening, and thank	00:39:44
23	For all (unintelligible), honesty is	00:38:48	23	you for the opportunity to speak.	00:39:45
24	the first principle of education. The	00:38:50	24	I don't really have anything to say	00:39:46
25	superintendent has made himself the worst	00:38:53	25	to either the board or the administration	00:39:48
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1	because the teachers unions seem to run	00:39:51	1	exactly what you are doing.	00:40:55
2	things here. It's no coincidence that Kim	00:39:53	2	You cannot fight racism with more	00:40:57
3	spoke first; so I'll make my remarks on TJ	00:39:55	3	racism. You can't do that any more than	00:41:00
4	directly to her.	00:39:57	4	you can fight fire with more fire. You	00:41:03
5	I have literally a degree in every	00:39:59	5	only burn your house down twice as fast.	00:41:06
6	letter in STEM. Despite that, I'm usually	00:40:01	6	And that house is our house. Our school	00:41:07
7	the first to say that STEM can't be taught	00:40:04	7	Kids will fail out. Standards at TJ will	00:41:13
8	at the expense of the arts, history or	00:40:06	8	drop. And if you think a lottery can't be	00:41:16
9	literature; or that STEM which certainly	00:40:09	9	corrupted by the rich or influential, ask	00:41:19
10	can't do which is be a cure for all of	00:40:12	10	yourself this: Who has the power? A	00:41:22
11	society's social inequities.	00:40:14	11	lottery ticket holder or the one choosing	00:41:25
12	Meritocracy in education must remain	00:40:17	12	the winning numbers?	00:41:28
13	our ideal and not social justice ideology.	00:40:20	13	This board won't be there forever,	00:41:29
14	How do I know this? Here are the words of	00:40:24	14	nor this administration. Leave TJ alone.	00:41:31
15	someone much wiser than I. "I have a	00:40:26	15	As with the current school closings, I	00:41:36
16	dream that my four little children will	00:40:30	16	find it sad that I have to remind this	00:41:38
17	one day live in a nation where they will	00:40:33	17	audience that FCPS exists to educate our	00:41:41
18	not be judged by the color of their skin	00:40:35	18	kids. It isn't a platform to push your	00:41:42
19	or by the content of their character."	00:40:38	19	personal ideology. It isn't a source of	00:41:47
20	That was Dr. Martin Luther King.	00:40:40	20	guaranteed income for fee as members.	00:41:50
21	Dr. King didn't say: I wish my kids	00:40:43	21	And every day that goes by, we get	00:41:52
22	grew up in a world where they're	00:40:45	22	closer to the day when some kind of epic	00:41:55
23	automatically judged as disadvantaged or	00:40:47	23	tragedy is going to befall one of our	00:41:57
24	helpless, or as perpetual victims in need	00:40:49	24	students due to these school closings and	00:41:59
25	of government's charity. Yet that is	00:40:53	25	due to all this crazy ideological	00:42:02

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1	zealotry. If and when that happens,	00:42:05	1	my primary message tonight is to say thank	00:43:17
2	nobody is going to blame COVID. They will	00:42:08	2	you. Thank you to --	00:43:19
3	blame FCPS and they will blame you, Kim;	00:42:10	3	MS. PALLE: Hello. I'm sorry, I'm Srilekha	00:43:23
4	and when they do, then you can tell me to	00:42:14	4	Palle. I was sharing my audio.	00:43:25
5	my face whether collective bargaining or a	00:42:18	5	MS. MUHLBERG: Ms. -- The other speaker had	00:43:30
6	four-day school week and a destruction of	00:42:20	6	started; so we're going to allow her to	00:43:31
7	this school system was all worth it.	00:42:22	7	finish, and then we'll call your name	00:43:33
8	And that's all I got to say.	00:42:29	8	again.	00:43:36
9	MS. MUHLBERG: Our next speaker is Ella	00:42:33	9	Thank you.	00:43:36
10	Stamera (phonetic).	00:42:37	10	MS. CADES: Can we re-start my time, please?	00:43:37
11	(No response.)		11	MS. MUHLBERG: Yes, ma'am.	00:43:39
12	MS. MUHLBERG: Ella Stamera (phonetic)?	00:42:38	12	MS. CADES: Thanks so much.	00:43:41
13	(No response.)		13	Good evening. I'm Michelle Cades,	00:43:43
14	We'll go to our next speaker,	00:42:41	14	president of the Fairfax County Special	00:43:44
15	Srilekha Palle.	00:42:48	15	Education PTA. On behalf of our board and	00:43:46
16	(No response.)		16	members, my primary message tonight is to	00:43:49
17	MS. MUHLBERG: Speaker number eight, Srilekha	00:42:49	17	say thank you. Thank you to the members	00:43:51
18	Palle?	00:42:55	18	of the school board for listening to us	00:43:53
19	(No response.)		19	and for pushing for FCPS to develop a	00:43:55
20	Okay. Speaker number nine, Michelle	00:42:56	20	solid detailed policy on restraint and	00:43:57
21	Cades.	00:43:09	21	seclusion. Thank you for providing the	00:43:59
22	MS. CADES: Good evening. I'm Michelle Cades	00:43:10	22	community with a public hearing to share	00:44:01
23	president of the Fairfax County Special	00:43:12	23	our stories and our concerns. Thank you	00:44:03
24	Education PTA.	00:43:14	24	for taking our phone calls and for reading	00:44:06
25	On behalf of our board and members,	00:43:15	25	our pages and pages of research and	00:44:07

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1	feedback.	00:44:10	1	thoughtful and deliberate transition.	00:45:02
2	Thank you to Dr. Boyd and her team,	00:44:11	2	We delight in the shift in mindset	00:45:05
3	new to FCPS in the midst of a pandemic,	00:44:13	3	that behavior is a form of communication	00:45:07
4	Dr. Boyd hadn't had much opportunity to	00:44:16	4	rather than a skill that needs to be	00:45:10
5	get to know us or the depth and breadth of	00:44:18	5	stopped or re-taught. We celebrate an end	00:45:11
6	our special education concerns. We had no	00:44:20	6	to dangerous supine restraint. We are	00:45:14
7	idea how she would respond to us; and	00:44:23	7	encouraged by the inclusion of same-day	00:45:16
8	we've been amazed, impressed, and	00:44:25	8	notification to families. Quick	00:45:18
9	incredibly appreciative of the degree to	00:44:27	9	communication is the best practice and	00:45:20
10	which Dr. Boyd took our feedback to heart	00:44:29	10	helps to build trust and collaboration	00:45:22
11	and built it into the proposed policy.	00:44:31	11	between families and school staff.	00:45:24
12	With guidance from Dr. Ross Greene	00:44:34	12	We rejoice in a focus on prevention	00:45:27
13	on how to phase out the use of seclusion,	00:44:35	13	rather than on reaction. Now we strongly	00:45:29
14	recognize the value in ensuring that	00:44:38	14	FCPS to make a specific plan to implement	00:45:33
15	there's time for the necessary staff	00:44:39	15	this policy. Use a well-thought-through	00:45:36
16	training to acquire and apply new skills	00:44:41	16	model. Think like a business project	00:45:39
17	for crisis prevention and intervention,	00:44:43	17	manager. Take into consideration all the	00:45:41
18	the three schools that will temporarily	00:44:46	18	specific details, such as careful	00:45:44
19	continue to permit seclusion account for	00:44:48	19	selection of the evidence-based protocol	00:45:46
20	over 40 percent of all seclusion	00:44:50	20	to be used, setting a precise timeline	00:45:48
21	instances. But with this new policy in	00:44:52	21	with start and end dates for initial and	00:45:51
22	place, we are relieved to know that this	00:44:54	22	follow-up trainings at all school sites,	00:45:52
23	practice is coming to an end. Not as soon	00:44:56	23	centralized direction on how this new	00:45:56
24	as some might like; but, again, we	00:44:59	24	system will be taught to staff, deliberate	00:45:57
25	recognize the value in making this a	00:45:01	25	goal-settings to be met in specific time	00:46:00

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1	intervals for the reduction and phasing	00:46:02	1	Hispanic students at TJ as much as you	00:47:02
2	out of the use of restraint and seclusion,	00:46:04	2	are, if not more. Of course, I also must	00:47:06
3	careful planning of staff and financial	00:46:06	3	admit that I'm equally troubled that the	00:47:08
4	resources that are necessary to achieve	00:46:09	4	slapping of the Band-Aid solution by the	00:47:09
5	these stated goals and deadlines,	00:46:11	5	school board members and the	00:47:12
6	transparent public reporting on the number	00:46:13	6	administration that will erode TJ's	00:47:14
7	of restraints and seclusion instances	00:46:16	7	merit-based admission standards. I'm also	00:47:16
8	occurring, whether -- and whether the	00:46:18	8	appalled, I must admit, and do not	00:47:19
9	roll-out reduction targets are being met.	00:46:20	9	(unintelligible) blame for the racial	00:47:20
10	And, finally, a plan for ongoing oversight	00:46:22	10	disparities on the TAS step. TAS is the	00:47:22
11	and review.	00:46:24	11	cornerstone of the objectivity measure.	00:47:25
12	Again, SEPTA thanks you very much	00:46:26	12	Anybody that has been in the United States	00:47:27
13	for your partnership and for all of your	00:46:27	13	for as long as I have been here	00:47:30
14	work on this policy.	00:46:29	14	understands that TAS is the cornerstone	00:47:31
15	MS. MUHLBERG: Thank you. Our next speaker	00:46:33	15	for any objectivity measure.	00:47:34
16	now is Ms. Srilekha Palle.	00:46:35	16	Before I dwell any further, I also	00:47:36
17	I'm afraid you're on mute, ma'am.	00:46:42	17	urge you to be self-reflective and ask	00:47:39
18	MS. PALLE: Thank you to the school board	00:46:48	18	yourself the same questions. Do you have	00:47:41
19	members and for everyone for -- present;	00:46:49	19	the will as a school board administration	00:47:43
20	and I apologize to the previous speaker	00:46:51	20	and just as an administration in general	00:47:45
21	for interrupting.	00:46:54	21	to reject the false binary of racial	00:47:48
22	I am Srilekha Palle, mom of a	00:46:55	22	diversity versus competitive academy and	00:47:50
23	middle-schooler and a healthcare	00:46:56	23	embrace the solutions that build the	00:47:53
24	professional by background. I am totally	00:46:58	24	robust (unintelligible) of	00:47:55
25	distressed over the dirt of black and	00:47:00	25	highly-qualified black and Hispanic	00:47:57
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1	brilliant students? Why have millions of	00:47:59	1	happening?	00:49:00
2	dollars that have been spent on outreach	00:48:01	2	Have you considered increasing the	00:49:01
3	by our FCPS and TJ partnership planning	00:48:03	3	supply as per the demand? Our population	00:49:02
4	not resulted in the outcomes that you're	00:48:06	4	is increasing in northern Virginia area.	00:49:05
5	always looking for? Why are these all	00:48:08	5	Instead of creating a second TJ and	00:49:07
6	outreach efforts plagued with conflict of	00:48:10	6	sort of rationing the fair educational	00:49:09
7	interest and at most corruption?	00:48:12	7	resource, why is Fairfax County schools	00:49:12
8	Thomas Jefferson Partnership Fund	00:48:15	8	are failing under the current	00:49:14
9	did not spend money on black and Hispanic	00:48:16	9	administration policies? As you know	00:49:15
10	kids, and you all know that. Money	00:48:18	10	faith-based and charter schools are making	00:49:17
11	provided to the list of programs was not	00:48:20	11	phenomenal progress.	00:49:19
12	well-spent by the co-founder and I have	00:48:23	12	Also protecting both equity and	00:49:21
13	the research to prove that. And the	00:48:26	13	excellence is a daunting task. I -- I as	00:49:23
14	co-founder that now started private	00:48:28	14	a healthcare professional, I am challenged	00:49:25
15	educational institutes but all despised	00:48:30	15	every day by the task of providing greater	00:49:28
16	and they're again coming back and asking	00:48:33	16	quality of care for my patients	00:49:32
17	funds to do the same ineffective job all	00:48:37	17	efficiently, but I don't chose one over	00:49:34
18	over again.	00:48:38	18	another. Why do you, as a school board	00:49:38
19	FCPS spent \$678,000 in renaming high	00:48:40	19	administration, get a choice to choose	00:49:39
20	school; but yet, the TJ admissions office	00:48:44	20	equity and excellence but not both?	00:49:40
21	set outreach positions to 50 percent FCE.	00:48:47	21	The solutions that you're proposing	00:49:42
22	How does that make sense? Every black and	00:48:50	22	are extremely (unintelligible) and lazy.	00:49:43
23	Hispanic TJ parent that I talked to said	00:48:53	23	It's a real problem and do not seem to	00:49:45
24	that outreach consultants discourage a	00:48:56	24	achieve the desired plan. This is --	00:49:47
25	child to apply. Why is that ever	00:48:58	25	(Bell ringing - unintelligible).	00:49:48

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1	MS. MUHLBERG: Thank you. The speaker's time is now up.	1	I have read the 2001 TJ outreach plan that's still current. There are four major elements of the plan. Make the community -- community aware of TJ; increase interest in STEM, support STEM development programs and identify potential but underrepresented groups and maintain a perspective database of students and maintain contact and steer them to other resource -- STEM resources.
2		2	
3	Thank you.	3	And when one sees how the TJ partnership fund supports these outreach elements, one cannot help but be impressed. That said, the outreach plan, a living document, can be improved by placing more emphasis on the third element so we can provide enrichment opportunity to the underrepresented groups. This, and here I speak to Dr. Anderson and like-minded board members, is like showing a child lots of candy through a candy store front window without providing a door to the store. This is done too often to the underprivileged.
4	SRILEKHA PALLE: Thank you.	4	
5	MS. MUHLBERG: Our next speaker is Harry Jackson.	5	One reason for the 2001 outreach
6		6	
7	MR. JACKSON: Hi. Good evening. I'm Dr. Harry Jackson, a parent of a TJ freshman as well as a 7th grader in level 4 AAP program.	7	
8		8	
9	The issue of a lottery was addressed in 2012. By the way, lottery schools that have high standards also have high attrition. However, they addressed this issue back in 2012. More analysis, more transparency of data, more interaction engaged with the community, and the determination was then as it should be now that a lottery is not the best solution for a governor's school. That experience should inform our methods moving forward.	9	
10		10	
11	In any event, that experience/lesson learned gave rise to an outreach plan as considered as a way to resolve the issue of diversity.	11	
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1	plan has not reached its full potential is that the full abilities of the TJ Partnership Fund have not been exploited.	1	all students in Algebra I or higher who apply are accepted, while the students in geometry are accepted at an equal rate across all racial groups from those who apply. The FCPS middle and elementary school pipeline provides insufficient opportunities and resources to the most underrepresented, underserved neighborhoods. Only seven of the 24 FCPS middle schools offer Algebra II to 8th graders; and none of them are in region 3. This is fatal to entry to TJ.
2		2	
3	The outreach programs funded by the TJ Partnership Fund focused on funding inspiring passionate interests in STEM and minority elementary school children that are socially and economically disadvantaged in grades 3 through 6. This is a worthy part of any STEM outreach program. But some funding should be directed towards facilitating STEM's skill development in minority 7th and 8th graders in advanced academic programs, especially when the AAP pipeline holds 800 percent of the TJ mix.	3	
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1	speaker.	00:53:20	1	Margulies. I am the mother of a TJ	00:54:33
2	CHAIRWOMAN ANDERSON: Thank you very much.	00:53:23	2	freshman. I have written to you several	00:54:35
3	Ms. Mulberg.	00:53:23	3	times and I have not received a response	00:54:39
4	I now call on Mr. Onibudo for	00:53:25	4	from any of you.	00:54:42
5	student representative matters.	00:53:28	5	Your decision to eliminate the TJ	00:54:44
6	Mr. Onibudo?	00:53:31	6	admission test, a decision that you	00:54:47
7	MR. ONIBUDO: Dr. Anderson, I -- Are there no	00:53:32	7	adopted on October 6th, is illegal. TJ is	00:54:49
8	video testimonies before I start	00:53:34	8	an academic year regional governor's	00:54:53
9	speaking?	00:53:36	9	school for science and technology and that	00:54:56
10	CHAIRWOMAN ANDERSON: Oh, you are correct.	00:53:36	10	their requirements or the department of --	00:54:59
11	believe we do have a video testimony.	00:53:37	11	the Virginia Department of Education	00:55:02
12	Thank you so much, Mr. Onibudo.	00:53:42	12	provides services for gifted students	00:55:04
13	MR. ONIBUDO: Of course.	00:53:46	13	identified through nationally standardized	00:55:08
14	CHAIRWOMAN ANDERSON: Ms. Mulberg?	00:53:47	14	norm tests. You adopted this illegal	00:55:13
15	MS. MUHLBERG: I don't have video testimonies	00:53:48	15	decision in a work session and without	00:55:16
16	on my list.	00:53:50	16	consulting with key stakeholders, in	00:55:18
17	CHAIRWOMAN ANDERSON: Okay. I will go	00:53:53	17	particular the parents. As a result,	00:55:21
18	ahead --	00:53:57	18	there is a lawsuit pending.	00:55:24
19	MS. MUHLBERG: I'm sorry. No, no. I'm wrong.	00:53:59	19	Your decision was not based on	00:55:27
20	There are video testimonies.	00:54:06	20	analysis of the data which clearly	00:55:29
21	CHAIRWOMAN ANDERSON: All right. We have	00:54:15	21	demonstrates that the chief result of the	00:55:32
22	three. Thank you.	00:54:20	22	proposed changes would be to make TJ white	00:55:35
23	There is no sound?	00:54:24	23	again while having a handful of Hispanic	00:55:39
24	MS. MARGULIES: Good evening, members of the	00:54:29	24	and black students and dramatically	00:55:42
25	school board. My name is Thelma	00:54:32	25	reducing the number of Asian students.	00:55:46
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1	This is your idea of equity and	00:55:50	1	diversity.	00:57:06
2	diversity?	00:55:54	2	I trust that Dr. Brabrand's contract	00:57:07
3	Several studies have demonstrated to	00:55:57	3	will not be extended accordingly.	00:57:09
4	you that social equity is being denied not	00:55:59	4	Let's face the facts. The -- These	00:57:12
5	by the TJ admission test, like professor	00:56:02	5	changes proposed to TJ to its admission	00:57:15
6	Dr. Baslar said in a recent study that he	00:56:06	6	changes has nothing to do with education,	00:57:18
7	sent it to you and I hope that you have	00:56:09	7	with diversity, with equity. It has to do	00:57:21
8	read it. And in the study it clearly	00:56:11	8	with your desire to make a political	00:57:24
9	states that the main problem is the	00:56:14	9	statement.	00:57:26
10	(unintelligible) issue, the FCPS	00:56:17	10	The right decision is to reinstate	00:57:27
11	elementary and middle -- middle school	00:56:19	11	the test, and I urge you to do the correct	00:57:29
12	(unintelligible) which provides	00:56:22	12	thing. I remind you that you are	00:57:31
13	insufficient opportunities and resources	00:56:24	13	accountable to the people.	00:57:34
14	to the most underrepresented, underserved	00:56:27	14	Thank you.	00:57:35
15	neighborhoods.	00:56:33	15	MR. GEIS: Good evening, school board members	00:57:53
16	What is more concerning though?	00:56:34	16	As this year comes to a close, I want to	00:57:54
17	What is the most recent development that	00:56:37	17	remind everyone that while there have	00:57:57
18	is really concerning is the statement of	00:56:39	18	been numerous struggles, we have actually	00:57:59
19	Ms. Meghan McLaren during the last board	00:56:43	19	prevailed instead.	00:58:01
20	meeting. In this meeting Ms. McLaren	00:56:46	20	When this pandemic started in March,	00:58:03
21	stated that you took this decision because	00:56:49	21	we had eight new members to this board	00:58:05
22	of a lie of Superintendent Scott Brabrand.	00:56:52	22	that were thrown into a once-in-a-lifetime	00:58:07
23	He alleged that the changes were required	00:56:56	23	situation; and while things started off	00:58:09
24	by the state of Virginia, when in fact all	00:57:00	24	shaky, we indeed accomplished more than we	00:58:12
25	the state only required was a report on	00:57:03	25	could have before.	00:58:15

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1	During this period, we were able to	00:58:16	1	hope to continue working with you on	00:59:17
2	get hundreds of thousands of grab-and-go	00:58:18	2	important student matters throughout the	00:59:19
3	meals to submit to underprivileged kids.	00:58:21	3	next year.	00:59:21
4	We were able to use new funds from the	00:58:23	4	I would like to extend a deep	00:59:22
5	CARES Act to get elementary school kids	00:58:26	5	appreciation to our current student rep	00:59:24
6	the faster working laptops they need. We	00:58:28	6	Nathan Onibudo and former student rep	00:59:26
7	were able to rename two schools that had	00:58:30	7	Kimberly Botang (phonetic) for their great	00:59:28
8	been stuck in the process for years. We	00:58:34	8	student advocacy; and I commend them for	00:59:31
9	were able to hire a new chief academic	00:58:37	9	all the work they've done this year and	00:59:34
10	officer -- welcome Dr. Presidio -- and a	00:58:40	10	hope that our legacy of the student	00:59:35
11	new chief information officer -- thank you	00:58:42	11	advocacy we've had this year will continue	00:59:37
12	for your e-mails, Mr. Sethi. And we were	00:58:44	12	throughout the future years of FCPS.	00:59:40
13	able to start sports again this week, for	00:58:47	13	I want to give another thank you to	00:59:43
14	the thousands of student athletes who	00:58:49	14	Ms. McLaughlin for visiting my 5th period	00:59:45
15	needed that small boost to morale.	00:58:51	15	today -- Go Woodson -- and we look forward	00:59:47
16	While we have struggles that remain	00:58:54	16	to you Dr. Anderson and Ms. Cohen visiting	00:59:50
17	constant that we will be able to address	00:58:56	17	along with the superintendent next month.	00:59:53
18	and solve these issues, such as the	00:58:58	18	A final thank you to our clerks Beth	00:59:55
19	impending return to school next month and	00:59:00	19	and Eileen for working so hard to make	00:59:58
20	the idea of finding a common virtual	00:59:03	20	sure these meetings run as smoothly as	01:00:00
21	platform for FCPS to use. Go Zoom.	00:59:05	21	possible. You guys are true rock stars.	01:00:01
22	It has been a privilege to meet all	00:59:09	22	To everyone, have a wonderful last	01:00:05
23	of you either in person or via e-mail in	00:59:11	23	night of Hanukkah, a merry Christmas, and	01:00:07
24	office hours. All have you -- all of you	00:59:13	24	a happy new year. I look forward to	01:00:10
25	have been great student advocates and I	00:59:16	25	continuing in my work with you all in	01:00:12
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1	2021. Good night.	01:00:13	1	public?	01:01:26
2	MS. SALEM: Hi, I'm Fatimah Salem from Salarum	01:00:30	2	We also wanted to check on the	01:01:26
3	(phonetic) Schools, a student-led	01:00:31	3	progress in formulating a concrete pathway	01:01:27
4	environmental advocacy group in Fairfax	01:00:33	4	to obtain 2025 energy usage intensity per	01:01:30
5	County Public Schools. When discussing	01:00:36	5	facility per square foot as mentioned in	01:01:35
6	(unintelligible) replacement for Hunters	01:00:38	6	the CIP.	01:01:40
7	Woods Elementary School, it is imperative	01:00:40	7	The solar on the schools group just	01:01:40
8	that we work for placement to make the	01:00:42	8	had a presentation by Robert Winstead of	01:01:43
9	schools ready for solar.	01:00:44	9	VMDO Architects. We learned a lot from	01:01:48
10	We want to thank the school board	01:00:46	10	his discussion on designing net zero	01:01:51
11	and Justin Moss for the updates on solar	01:00:47	11	energy schools. With his help, we've	01:01:54
12	projects in FCPS as of September. Have	01:00:49	12	compiled a list of resources and case	01:01:57
13	contracts been signed to put solar on the	01:00:52	13	studies on net zero schools.	01:01:59
14	initial set of schools? Has the school	01:00:55	14	Because the information is really	01:02:02
15	board approved putting solar on the second	01:00:58	15	important and really interesting, we sent	01:02:04
16	set listed in Mr. Moss' letter?	01:01:00	16	links to these materials in all school	01:02:07
17	We would like to inquire on the	01:01:04	17	board -- school board members' e-mails.	01:02:11
18	current status of the efforts implemented	01:01:05	18	Thank you for your time and	01:02:13
19	by FCPS staff to create the sustainability	01:01:08	19	interest. We are anticipating great	01:02:14
20	plans. In last year's capital improvement	01:01:12	20	progress on these efficiency and clean	01:02:17
21	plan, the school board requested a study	01:01:15	21	energy initiatives in 2021.	01:02:21
22	of the feasibility of net zero energy	01:01:18	22	CHAIRWOMAN ANDERSON: Thank you very much.	01:02:31
23	schools.	01:01:22	23	Now I believe that concludes all of our	01:02:32
24	What is the status of this report	01:01:22	24	video testimony. I now call on	01:02:34
25	and when will it be available to the	01:01:24	25	Mr. Onibudo for student representative	01:02:36

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1	matters.	01:02:40	1	(Continued cheering and	
2	Nathan?	01:02:41	2	congratulations.)	
3	MR. ONIBUDO: Dr. Anderson --	01:02:42	3	MALE VOICE: Nathan, you're wearing blue, bro.	01:03:44
4	CHAIRWOMAN ANDERSON: Oh, may I -- I'm sorry.	01:02:45	4	(Laughter.)	
5	I hope I don't bust your bubble; but I'm	01:02:46	5	MR. ONIBUDO: I didn't know you guys were	01:03:46
6	going to embarrass you a little bit, if I	01:02:48	6	going to do this. I would not have worn	01:03:48
7	may.	01:02:50	7	blue. Thank you so much. Thank you so	01:03:51
8	MR. ONIBUDO: You may.	01:02:51	8	much, everyone. I -- I cannot put into	01:03:54
9	CHAIRWOMAN ANDERSON: Thank you.	01:02:53	9	words how grateful I am for all the	01:03:56
10	FEMALE VOICE: Do it.	01:02:56	10	support everyone has been giving me. So	01:03:57
11	CHAIRWOMAN ANDERSON: Okay. So some of you	01:02:57	11	thank you. Thank you, Dr. Anderson.	01:04:00
12	know, I'd like to take this opportunity	01:02:58	12	Thank you, everyone.	01:04:02
13	to extend sincere congratulations to	01:03:02	13	Okay. Well, I will start again, as	01:04:04
14	Nathan Onibudo for an early decision to	01:03:05	14	I always do with saying how much of an	01:04:08
15	UVA. He has worked so hard. He is an	01:03:09	15	honor it is to get to speak in front of	01:04:10
16	exceptional young person, and I did not	01:03:11	16	all of you today and before our amazing	01:04:12
17	want to miss this opportunity --	01:03:14	17	Fairfax County community. I just -- they	01:04:15
18	PARTICIPANT: Woo-hoo.	01:03:16	18	will be extremely short.	01:04:19
19	CHAIRWOMAN ANDERSON: -- to really lay some	01:03:16	19	I kind of want to wrap up all the	01:04:20
20	kudos on you.	01:03:17	20	advocacy that I've been doing and hearing	01:04:22
21	(Cheering and applauding.)		21	about as we head into the holiday break	01:04:23
22	MALE VOICE: Congratulations.	01:03:18	22	and then speak briefly to all the	01:04:26
23	CHAIRWOMAN ANDERSON: Very exciting. So now	01:03:19	23	students.	01:04:28
24	you've got the floor. So proceed.	01:03:37	24	In the area of wrapping things up, I	01:04:30
25	MR. ONIBUDO: Thank you everyone.	01:03:43	25	would just like to say that over the last	01:04:31
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1	few weeks, I've been reflecting on	01:04:34	1	that we've been working on and discussing	01:05:28
2	everything that I've been saying, all the	01:04:35	2	for years and years now.	01:05:30
3	advocacy I've been doing particularly	01:04:37	3	I was having a conversation with	01:05:32
4	around student workload, stress; and I've	01:04:39	4	Benny Tignor, student representative	01:05:35
5	been listening to all the other -- to all	01:04:41	5	number 48 two years -- one year before	01:05:36
6	the other advocacy that's been going on	01:04:44	6	me -- two years before me I should say;	01:05:39
7	around what the community is -- is saying	01:04:45	7	and we were kind of talking about the	01:05:41
8	and doing for the other issues that are	01:04:48	8	workload issues that were being addressed	01:05:43
9	facing the board not just this week, but	01:04:50	9	and during his term; and he was saying how	01:05:46
10	these past few weeks and as we move into	01:04:52	10	he got tips from the student	01:05:49
11	2021.	01:04:55	11	representative before him about how to	01:05:50
12	Talking to some of the other student	01:04:56	12	address that same issue. And I thought it	01:05:52
13	representatives that have been to the --	01:04:57	13	was really interesting, because those are	01:05:54
14	that have, you know, dealt with some of	01:04:58	14	some of the same issues that we're	01:05:55
15	the same stuff that we're dealing with in	01:05:00	15	discussing right now in 2020 and as we	01:05:58
16	the past, I've come to realize that none	01:05:02	16	move into 2021.	01:06:01
17	of what we're dealing with right now is	01:05:03	17	Unfortunately, it's likely that that	01:06:02
18	necessarily new. I think that for me, the	01:05:06	18	issue will always exist as the student	01:06:03
19	struggles that we've had as a school	01:05:12	19	experience is one that is very common and	01:06:05
20	system in the past have rightfully	01:05:13	20	though despite the size of our county, you	01:06:09
21	informed the steps we're moving to take	01:05:16	21	know, issues that are prevalent in south	01:06:12
22	into the future; and I really would just	01:05:18	22	county are the same issues that will be	01:06:14
23	like to say that I hope that we can use	01:05:21	23	prevalent in Woodson and Langley and all	01:06:15
24	this pandemic as a space in time to	01:05:23	24	the other high schools across our system.	01:06:18
25	completely re-evaluate some of the things	01:05:26	25	I found it very interesting;	01:06:21

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1	however, that conversation I had with him	01:06:22	1	with grace in this time that is extremely	01:07:12
2	kind of felt very similar to the	01:06:25	2	harsh and often unforgiving; and I look	01:07:14
3	conversations I'm having with board	01:06:26	3	forward to hearing about all the different	01:07:17
4	members, community members, students,	01:06:28	4	wonderful, wonderful things that we can	01:07:19
5	leadership today.	01:06:30	5	find and ways to do as we move into the	01:07:21
6	So, again, I would just ask that we	01:06:31	6	second semester of this unprecedented	01:07:24
7	find ways to use this pandemic to kind of	01:06:32	7	school year.	01:07:26
8	just reframe the way we're looking at	01:06:36	8	Now, I'd just like to take a moment	01:07:27
9	things. And I guess that message about	01:06:39	9	and congratulate all the students in	01:07:31
10	using our past to inform how we move	01:06:41	10	Fairfax County for making it this far. As	01:07:31
11	forward into the future can be applied to	01:06:43	11	we move into the holiday break and get	01:07:34
12	just about any issue that this board	01:06:46	12	some of the much-needed rest, sleep, time	01:07:36
13	faces; but I will say that I've learned a	01:06:47	13	off, time away from computer screens that	01:07:39
14	lot about doing that from all the	01:06:49	14	we -- I know we all are yearning for, I	01:07:41
15	wonderful leaders that serve on our school	01:06:50	15	just want to say that I see all of you.	01:07:43
16	board and on our leadership team, and I'm	01:06:53	16	I'm proud of all of you. And I just think	01:07:46
17	very grateful for that.	01:06:54	17	that it's time to say we did it.	01:07:48
18	I look forward to continuing into	01:06:56	18	I know we're not even halfway	01:07:51
19	the new school year to work with	01:06:58	19	through yet; but even the small things can	01:07:52
20	leadership, the school board and all the	01:07:00	20	mean absolutely the world.	01:07:55
21	community and all the community members	01:07:02	21	I just want to say it wasn't easy.	01:07:56
22	and students who have reached out to me to	01:07:03	22	I know making it this far this school	01:07:59
23	continue -- continue to find ways to	01:07:05	23	year, it's been very difficult. It's been	01:08:00
24	reduce student workload stress, to find	01:07:07	24	extremely hard. But I'm very proud of	01:08:02
25	ways to ensure that students are being met	01:07:09	25	each and every one of you, and I think	01:08:04
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1	that no one will ever forget what's been	01:08:07	1	particularly for the students. I know a	01:08:59
2	asked of us students during this school	01:08:10	2	lot of us can find it hard to -- trying to	01:09:01
3	year. No one thinks it's easy. No one --	01:08:12	3	take back some time because we're all	01:09:04
4	no one's -- no one's said that it's ever	01:08:14	4	moving into high gear during the school --	01:09:07
5	been done before, but we're -- we're doing	01:08:15	5	through the school season; so I just want	01:09:08
6	it and we're doing it the best we can; and	01:08:17	6	to say to all of you guys take care of	01:09:10
7	I'm proud of every single one of you guys	01:08:20	7	yourselves, prioritize your mental health,	01:09:12
8	for that.	01:08:22	8	and my in box will be open throughout the	01:09:14
9	And then, again, I'd of course like	01:08:23	9	break and so any -- for any of you guys or	01:09:16
10	to thank all of the teachers in FCPS for	01:08:24	10	if I've missed any of your messages,	01:09:18
11	making it -- for allowing us to make it	01:08:26	11	please re-send them, so I can try to see	01:09:21
12	this far. All of our successes, all of	01:08:28	12	them. And, yeah, I look forward to	01:09:23
13	the hardships, all the struggles,	01:08:31	13	hearing from all of you guys and the rest	01:09:25
14	everything we've learned would not be	01:08:32	14	of the community through the the break and	01:09:29
15	possible without -- without the tireless	01:08:34	15	into 2021. Have a great holiday season	01:09:30
16	work that I know each and every one of you	01:08:36	16	and happy new year. So thank you	01:09:34
17	guys are doing, and I'm eternally grateful	01:08:38	17	everyone.	01:09:38
18	for it, as always.	01:08:40	18	CHAIRWOMAN ANDERSON: Thank you, Mr. Onibudo	01:09:40
19	Finally, I'd like to close with just	01:08:42	19	And, again, congratulations to you on	01:09:41
20	happy holidays to everyone in our	01:08:45	20	your awesome accomplishment. And thank	01:09:43
21	community. I know I'm looking forward to	01:08:46	21	you again for those very -- for those	01:09:45
22	the break that we are about to have. I --	01:08:49	22	inspirational words. It's always	01:09:48
23	I'm sure a lot of you guys are as well. I	01:08:52	23	appreciate -- I always appreciate hearing	01:09:49
24	just want to say take some time to relax	01:08:54	24	your comments.	01:09:51
25	and step away from the screens. That's	01:08:58	25	Now, I call on Dr. Brabrand for the	01:09:53

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1	introduction to the capital improvement	01:09:55	1	The FCPS CIP annually reviews	01:10:54
2	program which is item 3.03.	01:09:57	2	current student membership and facilities	01:10:57
3	SUPERINTENDANT BRABRAND: Thank you, Chairman	01:10:02	3	data in order to inform and identify	01:10:59
4	Anderson. We have a great CIP	01:10:02	4	future capital requirements, new	01:11:02
5	presentation and I think I'm gonna turn	01:10:05	5	construction, capacity enhancements,	01:11:04
6	it directly over to our assistant	01:10:07	6	renovations, and potential site	01:11:06
7	superintendent for facilities and	01:10:09	7	acquisitions. The identified needs are	01:11:08
8	transportation, Jeff Platenberg, and let	01:10:11	8	included in the school of projects for the	01:11:10
9	Mr. Platenberg introduce his team.	01:10:13	9	five-year time frame. The capital cash	01:11:13
10	And, Mr. Platenberg, take it away.	01:10:16	10	flow tracks the funding allocation for	01:11:15
11	MR. PLATENBERG: Thank you, Dr. Brabrand. And	01:10:19	11	these projects.	01:11:17
12	on behalf of Mr. Smith and the	01:10:21	12	On the next slide we talk about the	01:11:19
13	appreciation of all the efforts and	01:10:23	13	changing conditions and what the impact of	01:11:20
14	support he's provided, and also	01:10:24	14	COVID-19 pandemic has had in the virtual	01:11:22
15	Ms. Gillis, I'm -- I'm happy to be	01:10:26	15	start to school. There's several elements	01:11:25
16	presenting this CIP, the capital	01:10:28	16	that are part of the CIP approach.	01:11:28
17	improvement program for this evening.	01:10:29	17	A five-year projection set has not	01:11:30
18	The first slide that you'll see	01:10:33	18	been produced as the possible future	01:11:32
19	really talks about the actual capital	01:10:35	19	impact of the unique decline in membership	01:11:34
20	improvement program and it really goes	01:10:40	20	for school years 2020 to 2021 will depend	01:11:36
21	into the fact that the capital improvement	01:10:43	21	on many, many factors including the future	01:11:41
22	program is a short-range plan that really	01:10:45	22	course of the pandemic and the economic	01:11:43
23	serves as a roadmap, a roadmap for	01:10:47	23	conditions related to that; and assessment	01:11:45
24	creating, maintaining and funding present	01:10:49	24	of facility capacity was also not	01:11:49
25	and future infrastructure requirements.	01:10:51	25	completed, and program capacity	01:11:50
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1	utilization was not calculated due to a	01:11:52	1	The total membership decreased by	01:12:51
2	virtual start to the school year and the	01:11:54	2	8,859 students from 189,010 students in	01:12:55
3	ongoing planning of return to school with	01:11:55	3	school year 2019-2020 to 180,151 students	01:13:00
4	social distancing requiring the use of all	01:11:58	4	in school year 2020-2021. The elementary	01:13:05
5	available rooms for core instruction.	01:12:00	5	membership decreased by 7,729 students.	01:13:08
6	The proposed CIP for fiscal year	01:12:03	6	The middle school membership decreased by	01:13:11
7	2022-2026 focuses on capital projects	01:12:07	7	217 students. And the high school	01:13:13
8	including new construction, capacity	01:12:09	8	membership decreased by 392 students.	01:13:16
9	enhancements, and renovations.	01:12:11	9	The FCPS base membership decreased	01:13:19
10	The information presented in the CIP	01:12:13	10	by this eight hundred -- 8,338 students	01:13:21
11	is available on the facilities and	01:12:15	11	and the FCPS base membership -- base	01:13:24
12	membership dashboards.	01:12:17	12	membership numbers include general	01:13:27
13	The next slide, as I mentioned about	01:12:20	13	education, special education, AAP, the	01:13:29
14	the COVID pandemic having an impact on the	01:12:22	14	pre-K and pre-school.	01:13:32
15	overall membership, we have previously	01:12:24	15	The centers and alternative programs	01:13:34
16	provided information presented with the	01:12:28	16	membership decreased by 356 students. The	01:13:35
17	membership trends report. If you recall,	01:12:30	17	center and alternative program membership	01:13:39
18	this is a number of the meetings in the	01:12:32	18	include the Burke School, Cedar Lane	01:13:41
19	CIP, what I refer to as the CIP season;	01:12:34	19	School, Davis Center, Kilmer Center, Key	01:13:42
20	and we began with discussing the	01:12:37	20	Center, Pulley Center, Quandy Road --	01:13:44
21	membership trends report and then we had	01:12:39	21	Quander Road School, non-traditional	01:13:46
22	the county staff graciously come and	01:12:41	22	sites, alternative learning centers,	01:13:48
23	present to the school board in a work	01:12:44	23	pre-school resource and achievement,	01:13:51
24	session about growth and their planning	01:12:46	24	integrity and maturity, the AIM program,	01:13:53
25	and zoning.	01:12:49	25	and interagency wherever applicable.	01:13:55

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1	The CIP planning total membership	01:13:58	1	you take a look at past CIPs, and in	01:14:54
2	decreased by, as I said, 8,694 students.	01:14:00	2	school year 2019-2020 to 75 percent in	01:14:57
3	The other membership decreased by 165	01:14:04	3	school year 2020-2021.	01:15:01
4	students. The other membership includes	01:14:06	4	The next slide talks about	01:15:04
5	adult education, multiagency and	01:14:08	5	migration. The migration refers to	01:15:06
6	homeschool and private school, special	01:14:11	6	students entering what we call	01:15:08
7	education services.	01:14:13	7	in-migration and those leaving will be	01:15:10
8	The next slide talks about the three	01:14:15	8	deemed out-migration of the school	01:15:13
9	fundamental factors that are reviewed in	01:14:17	9	division. The net migration is the	01:15:15
10	the CIP that aid in the evaluation of the	01:14:19	10	difference between the in-migration and	01:15:17
11	change in the total membership. We talk	01:14:22	11	this out-migration.	01:15:19
12	about this frequently, the birth to	01:14:24	12	In this graph, the in-migration is	01:15:20
13	kindergarten ratio, migration, and the	01:14:25	13	shown in blue and the out-migration is	01:15:22
14	transfer of students. The birth to	01:14:28	14	shown in green and the net migration shown	01:15:25
15	kindergarten ratio compares to number of	01:14:30	15	in yellow. The net migration decreased by	01:15:27
16	births at a point in time and the	01:14:32	16	6,678 students. It was from 1,725	01:15:31
17	kindergarten student membership five to	01:14:35	17	students in school year 2019-2020 to 4,953	01:15:35
18	six years later.	01:14:37	18	students in the school year 2020-2021.	01:15:39
19	In this graph, the number of births	01:14:39	19	It's important to note that the	01:15:43
20	that are shown in blue, the kindergarten	01:14:41	20	in-migration does not include the	01:15:44
21	membership is in green and the birth to	01:14:43	21	kindergarten students as the kindergarten	01:15:46
22	kindergarten ratio in yellow.	01:14:45	22	students are mostly new students; and the	01:15:48
23	It's important to note the birth to	01:14:47	23	out-migration does not include the 12th	01:15:51
24	kindergarten ratio declined from 87	01:14:48	24	grade students because 12th grade students	01:15:52
25	percent, which was about our average if	01:14:51	25	are mostly graduates.	01:15:55
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1	The next slide speaks about	01:15:57	1	In this graph, the transfers in	01:16:50
2	transfers; and transfers are students who	01:15:58	2	shown -- is shown in blue and the	01:16:51
3	reside within one school boundary and are	01:16:00	3	transferred out, as I said, shown in	01:16:53
4	assigned to that school which we deem	01:16:03	4	green; and the net transfer is shown in	01:16:54
5	their base school, but attend a different	01:16:05	5	yellow. The number of transfer students	01:16:57
6	school in a different boundary, and that	01:16:07	6	decreased by 1,962 students from 19,385	01:17:01
7	is called the attending school.	01:16:09	7	students in the school year 2019-2020 to	01:17:05
8	The net transfers is a term used to	01:16:11	8	17,423 students in the school year	01:17:10
9	describe the difference between the total	01:16:13	9	2020-2021. The number of transfers is	01:17:15
10	number of students transferring in the	01:16:15	10	equivalent to the number of transfers in	01:17:16
11	attending school and the total number of	01:16:17	11	Now, we talk about on the next slide	01:17:21
12	students transferring out, the base	01:16:19	12	our funding sources for the CIP. The	01:17:22
13	school. Transferring in membership	01:16:21	13	primary funding sources for the CIP are	01:17:24
14	numbers include students that attend an	01:16:23	14	generally through the General Obligation	01:17:26
15	FCPS school and reside outside Fairfax	01:16:25	15	Bond Funding.	01:17:28
16	County and outside the city of Fairfax.	01:16:27	16	We had an \$180 million annual	01:17:30
17	Transfer out membership numbers do not	01:16:30	17	appropriation spend for bond or capital	01:17:32
18	include students that attend an FCPS	01:16:32	18	projects for bond-funded programs; and	01:17:34
19	school and reside outside Fairfax County	01:16:35	19	this funds major capital projects such as	01:17:37
20	or the city of Fairfax. Transfer in and	01:16:37	20	renovations, additions and modular	01:17:39
21	transfer out totals don't match due to the	01:16:39	21	additions. Transfers from the Fairfax	01:17:42
22	students that reside outside Fairfax	01:16:42	22	County Operating Fund of 10 million for	01:17:44
23	County and the city of Fairfax and	01:16:44	23	routine and major maintenance and 2.7	01:17:46
24	transfer into an FCPS school or	01:16:45	24	million for overcrowding is part of that	01:17:49
25	non-traditional school.	01:16:48	25	transfer.	01:17:52

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1	And annual transfer from the Fairfax	01:17:53	1	proffered contributions to Fairfax County	01:18:47
2	County Board of Supervisors of 13.1	01:17:55	2	has been \$658,852, and that's the most	01:18:51
3	million for infrastructure management came	01:17:57	3	recent transfer.	01:18:53
4	as about from the joint county and schools	01:18:00	4	It's important to note that	01:18:55
5	work as a part of the Infrastructure	01:18:03	5	equipment funding for new construction,	01:18:57
6	Finance Committee.	01:18:05	6	renewals and additions is provided through	01:18:58
7	We also have proffers, and proffers	01:18:06	7	a transfer from the school operating fund	01:19:00
8	are voluntary conditions or contributions	01:18:08	8	from the school construction fund to cover	01:19:01
9	agreed upon by the applicant at the time	01:18:10	9	one-third of the cost to equip new	01:19:04
10	approval is requested of a land use that	01:18:13	10	schools, either the construction,	01:19:05
11	would result in such impacts. Proffers	01:18:16	11	renovations or additions.	01:19:07
12	can address both onsite and offsite	01:18:19	12	Bond funding is used to fund the	01:19:09
13	impacts; and once accepted, they become a	01:18:20	13	remaining two-thirds of the equipment	01:19:10
14	part of the zoning regulations applicable	01:18:23	14	funding needs for each project. The	01:19:12
15	to the property, unless they're	01:18:25	15	transfers from the Fairfax County Capital	01:19:14
16	subsequently changed by a development plan	01:18:27	16	Properties Fund include funds related both	01:19:16
17	amendment or by a new zoning map	01:18:29	17	to recommendations of the Synthetic Turf	01:19:18
18	amendment.	01:18:31	18	Field Task Force in fiscal year 2013, and	01:19:21
19	Proffers are then allocated to the	01:18:32	19	as I mentioned previously, the	01:19:24
20	projects related to increasing the	01:18:34	20	Infrastructure Financing Committee in	01:19:25
21	capacity of affected or impacted schools	01:18:35	21	2014. As a result of the IFC, the county	01:19:27
22	after being transferred to the Fairfax	01:18:39	22	has provided an annual transfer of that	01:19:31
23	County School Board from the Fairfax	01:18:41	23	13.1 million to the construction fund for	01:19:33
24	County Board of Supervisors. So far this	01:18:42	24	capital project replacement and upgrade	01:19:35
25	year, the most recent allocation of	01:18:45	25	requirements, freeing general obligation	01:19:38
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1	bond funding for a larger replacement or	01:19:40	1	have about 30 percent of all our assets	01:20:35
2	new capacity requirements.	01:19:42	2	that are past their useful life cycle; and	01:20:37
3	The next goal -- slide, rather --	01:19:45	3	according to the National Research Council	01:20:39
4	talks about our goal for -- to provide for	01:19:47	4	report titled, "Committing to the Cost of	01:20:41
5	systemic maintenance of major and critical	01:19:50	5	Ownership: the Maintenance and Repair of	01:20:44
6	building infrastructure. What's really	01:19:52	6	Public Buildings," their final report that	01:20:45
7	important to note here is that we've been	01:19:54	7	was conducted by Facility Engineering	01:20:48
8	considerably behind in our infrastructure	01:19:57	8	Associates, the group that also did an	01:20:50
9	maintenance programs based on their life	01:19:59	9	audit for the school board as part of the	01:20:53
10	cycle expectancy of building system and	01:20:01	10	state audit process sometime ago -- I	01:20:54
11	components to ensure that mechanical,	01:20:03	11	think it was included in 2012 -- speaks to	01:20:57
12	electrical and electronic structural	01:20:05	12	the appropriate level of maintenance and	01:21:01
13	systems support the effective and	01:20:07	13	repair that should be budgeted for school	01:21:03
14	efficient operation of all of our	01:20:09	14	systems and for really any capital	01:21:06
15	buildings and the instruction and the	01:20:11	15	program.	01:21:08
16	teaching and learning that go on within	01:20:12	16	The range is approximately 2 to 4	01:21:09
17	each of those facilities. Any lack of the	01:20:14	17	percent of what they deem the current	01:21:10
18	adequate funding for these facilities'	01:20:17	18	replacement value. We are currently	01:21:12
19	maintenance allows for systems -- and we	01:20:18	19	funded at .004 percent which presses the	01:21:15
20	have many -- that run past their useful	01:20:20	20	importance that we've talked about, about	01:21:18
21	cycle, operating in inefficiencies and	01:20:22	21	making sure that we have funding streams	01:21:20
22	introducing numerous other risks and	01:20:26	22	not only for our bond programs, but also	01:21:22
23	challenges with higher maintenance costs	01:20:27	23	for our major maintenance program in our	01:21:25
24	and also breakdowns.	01:20:30	24	replacement cycles.	01:21:27
25	So when you look at our system, we	01:20:32	25	The current capital infrastructure	01:21:28

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1	replacement backlog is valued at	01:21:31	1	more importantly, our greenhouse gas	01:22:26
2	approximately \$200 million. And I just	01:21:32	2	emissions by 30 percent. 30 percent of a	01:22:28
3	stress that because it's very important to	01:21:35	3	27 million square foot footprint is	01:22:32
4	be mindful of the work that we've been	01:21:37	4	significant and considerably contributes	01:22:37
5	doing to try and address that.	01:21:39	5	to the efficiencies that we are so proud	01:22:40
6	The next slide talks about our	01:21:41	6	of here in Fairfax County Public Schools.	01:22:42
7	environmental stewardship. The Get2Green	01:21:43	7	The solar power purchase agreements	01:22:44
8	program is the environmental stewardship	01:21:46	8	are continuing to progress, as expected,	01:22:46
9	program for the Fairfax County Public	01:21:47	9	and are resulting in solar installations	01:22:48
10	Schools and supports student-driven	01:21:49	10	at no additional -- no initial cost to the	01:22:50
11	environmental stewardship programs in	01:21:51	11	division.	01:22:53
12	FCPS. We're extremely proud of the	01:21:54	12	To help facilitate safe return to	01:22:53
13	stewardship and the student-driven	01:21:56	13	in-person learning, we are also piloting	01:22:56
14	programs that we do have.	01:21:58	14	five temporary outdoor classrooms that are	01:22:59
15	Some highlights of the school-based	01:21:59	15	at Belvedere Elementary School,	01:23:02
16	environmental work include 136 ecoschools,	01:22:00	16	Centreville Elementary School, Hollin	01:23:03
17	53 award-winning schools, 89 schools with	01:22:04	17	Meadows Elementary School, Carson Middle	01:23:05
18	edible gardens, 119 schools with wildlife	01:22:07	18	School, and Mountain View High School.	01:23:07
19	habitats, 56 schools with student-led	01:22:10	19	These classrooms consist of a tent,	01:23:09
20	energy conservation programs. To say we	01:22:13	20	temporary flooring, seating and tables.	01:23:10
21	have a very active group and community	01:22:15	21	And Get2Green is developing resources to	01:23:13
22	would be an understatement.	01:22:18	22	support teachers in using the outdoor	01:23:14
23	The FCPS Energy Education program	01:22:19	23	classrooms as part of the pilot as well as	01:23:16
24	has allowed the division to reduce energy	01:22:21	24	existing outdoor classroom spaces of which	01:23:19
25	expenditures by \$38 million and reduce,	01:22:23	25	we have many across FCPS.	01:23:22
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1	FCPS built a great team of	01:23:24	1	we've been good public stewards of the	01:24:22
2	professionals who have identified both the	01:23:26	2	trust that they've provided in us.	01:24:24
3	challenges and opportunities for FCPS as	01:23:28	3	The total ten-year requirement is	01:24:27
4	we continue to pursue the net zero energy	01:23:31	4	approximately 1.9 billion and	01:24:29
5	construction and renovation options in the	01:23:33	5	approximately 335 million are funded by	01:24:31
6	future. We, in fact, have the report that	01:23:36	6	bonds and approximately 1.5 billion are	01:24:34
7	we're reviewing that we've been provided	01:23:38	7	unfunded. And as I mentioned, with that	01:24:36
8	and we're costing it out; and we will be	01:23:40	8	two-year cycle, it's important to keep	01:24:38
9	providing that to the school board in the	01:23:43	9	that in mind when you look at numbers of	01:24:40
10	near future.	01:23:45	10	such magnitude.	01:24:42
11	The next slide talks about the total	01:23:46	11	The next slide talks about the new	01:24:46
12	five-year funding requirement. And the	01:23:48	12	construction projects that are listed in	01:24:50
13	total five-year funding requirement is	01:23:51	13	the CIP for the five-year horizon. They	01:24:52
14	approximately 1.1 billion. Approximately	01:23:53	14	include Fairfax/Oakton, the Fairfax/Oakton	01:24:54
15	314 million are funded bonds that are --	01:23:55	15	area elementary school. The site of the	01:24:57
16	and approximately 790 million are	01:23:58	16	Fairfax/Oakton area elementary school is	01:24:59
17	unfunded.	01:24:01	17	yet to be formally determined.	01:25:01
18	It's important to note that every	01:24:02	18	Partially funded new construction	01:25:04
19	two years we have been fortunate that the	01:24:03	19	projects listed in the CIP for the	01:25:05
20	community has been supportive of our bond	01:24:07	20	five-year horizon include the Silver Line	01:25:07
21	initiatives and our bond programs. So	01:24:09	21	Elementary School. The site for the	01:25:09
22	while we say we have 790 million that are	01:24:11	22	Silver Line Elementary School is also yet	01:25:11
23	unfunded, and we talk about the unfunding	01:24:14	23	to be determined, but is in negotiations.	01:25:14
24	our two-year bond funding cycle has been	01:24:16	24	Unfunded new construction projects	01:25:17
25	very well received by the community and	01:24:20	25	listed in the CIP for the five-year	01:25:19

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1	horizon include the Western area high	01:25:20	1	Elementary Schools and Falls Church High	01:26:13
2	school.	01:25:24	2	School.	01:26:16
3	The next slide talks about funding	01:25:24	3	The next slide talks about unfunded	01:26:17
4	capacity enhancement projects that are	01:25:26	4	renovation projects listed in the CIP for	01:26:18
5	listed in the CIP for the five-year	01:25:28	5	the five-year horizon which include 15	01:26:21
6	horizon including a modular addition,	01:25:30	6	elementary schools, two middle schools and	01:26:23
7	relocation and additions at West Potomac,	01:25:32	7	one high school. These include Bren Mar	01:26:25
8	Justice and the additions at Madison High	01:25:35	8	Park, Brookfield, Lees Corner, Armstrong,	01:26:27
9	School as well.	01:25:38	9	Willow Springs, Herndon, Dranesville, Cu	01:26:29
10	Funded projects on the next slide	01:25:40	10	Run, Centre Ridge, Union Mill, Poplar	01:26:32
11	talk about lists that are listed in the	01:25:42	11	Tree, Waples Mill, Sangster, Saratoga, and	01:26:34
12	CIP for the five-year horizon include five	01:25:44	12	Virginia Run Elementary Schools. Frankli	01:26:37
13	elementary schools, three middle schools	01:25:46	13	and Twain Middle Schools, also, and	01:26:40
14	and one high school. These include Hybla	01:25:47	14	Centreville High School.	01:26:42
15	Valley, Washington Mill Elementary School,	01:25:49	15	The next slide talks about funded	01:26:44
16	Braddock Elementary School, Fox Mill	01:25:52	16	new construction projects listed for the	01:26:46
17	Elementary School, and Oakton Elementary	01:25:53	17	ten-year horizon which include the Route 10	01:26:48
18	School. Hughes, Cooper and Frost Middle	01:25:56	18	Elementary School. Unfunded new	01:26:50
19	Schools and also Oakton High School.	01:25:59	19	construction projects listed in the CIP	01:26:52
20	Partially-funded renovation projects	01:26:01	20	for the ten-year horizon including Tysons	01:26:54
21	listed in the CIP for the five-year	01:26:03	21	Elementary School, repurposing projects	01:26:56
22	horizon include five elementary schools	01:26:04	22	including Dunn Loring Center, Pimmit Hill	01:26:59
23	and one high school. These include	01:26:07	23	Center, and the Virginia Hills Center.	01:27:00
24	Wakefield Forest, Louise Archer,	01:26:09	24	The next slide, when we talk about	01:27:03
25	Crossfield, Mosby Woods, and Bonnie Bra	01:26:10	25	new schools, new schools have been	01:27:05
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1	identified in the CIP in response to	01:27:07	1	previously due to the virtual start and	01:28:06
2	growing neighborhoods across the county	01:27:09	2	ongoing planning for the return to school	01:28:08
3	and one recently completed to address	01:27:11	3	and so forth.	01:28:10
4	overcrowding in the northwest area of the	01:27:13	4	In this section, each region ends	01:28:11
5	county, which is McNair Upper Elementary	01:27:16	5	with a region summary table tied to the	01:28:13
6	School. McNair Upper is a new facility to	01:27:18	6	school year 2020-2021 capacity membership	01:28:16
7	accommodate increased enrollment in region	01:27:21	7	The table is divided by high school	01:28:19
8	five and accommodates grades 3 through 6	01:27:23	8	pyramids which include all the assigned	01:28:21
9	with McNair Elementary School	01:27:26	9	K-12 schools within the pyramid. The left	01:28:22
10	accommodating K-2.	01:27:28	10	side of the table shows the high school	01:28:26
11	The next slide talks about	01:27:31	11	pyramid. The first column in blue the	01:28:27
12	renovations that recently completed as	01:27:32	12	school name, and the second column in blue	01:28:29
13	part of the capital improvement program	01:27:34	13	shows the design capacity of the school.	01:28:31
14	which include Annandale Terrace, Belle	01:27:36	14	The design capacity includes the	01:28:34
15	View, Clearview, Mount Vernon Woods,	01:27:38	15	modular design capacity where applicable.	01:28:35
16	Silverbrook and Rocky Run Middle School	01:27:41	16	The design capacity remains constant year	01:28:39
17	The next slide shows how the -- the	01:27:45	17	to year unless the school's undergone a	01:28:41
18	actual CIP has some nuances and some	01:27:48	18	recent renovation or capacity enhancement.	01:28:43
19	changes to it. And as I mentioned	01:27:51	19	The future design capacity is included for	01:28:45
20	earlier, due to the COVID-19 pandemic,	01:27:52	20	schools that are projected to have a new	01:28:47
21	they include modified regional summaries	01:27:54	21	capacity due to renovation or capacity	01:28:49
22	and a regional summary section. They	01:27:58	22	enhancement.	01:28:52
23	include an assessment of facility capacity	01:28:00	23	The columns in purple show the	01:28:53
24	but they don't include the assessment of	01:28:02	24	information from both school year	01:28:55
25	facility capacity as I mentioned	01:28:04	25	2019-2020 and school year 2020-2021 to	01:28:58

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1	show the unique decline due to COVID-19	01:29:00	1	project is construction of a new school,	01:29:59
2	pandemic. The school year 2019 and 2020	01:29:03	2	renovation or capacity enhancement.	01:30:01
3	information includes the program capacity	01:29:06	3	The second green column shows the	01:30:04
4	from when the building was fully used for	01:29:09	4	project status which indicates that the	01:30:06
5	in-person instruction and the school year	01:29:12	5	project is unfunded or currently in	01:30:08
6	2019-2020 membership.	01:29:14	6	planning, permitting or construction.	01:30:10
7	The school year 2020-2021	01:29:15	7	And the third green column shows the	01:30:13
8	information includes membership, updated	01:29:17	8	project funding and indicates the funding	01:30:15
9	number of temporary classrooms and modular	01:29:20	9	source.	01:30:17
10	classrooms. Preconstruction program	01:29:22	10	Projects here are funded by the	01:30:18
11	capacity is used for schools currently in	01:29:25	11	general obligation bonds, as I mentioned,	01:30:19
12	construction. Temporary classrooms are	01:29:27	12	adopted by the Fairfax County voters.	01:30:21
13	not included in the design nor program	01:29:29	13	The remaining green columns shown	01:30:24
14	capacity. Modular classrooms are included	01:29:32	14	show the project schedule; and if a	01:30:26
15	in the design and program capacity as they	01:29:35	15	school's identified for funding, this	01:30:28
16	are capital projects.	01:29:38	16	schedule cycle, the schedule shows which	01:30:30
17	Program capacities highlighted in	01:29:39	17	fiscal year and the corresponding school	01:30:33
18	pink indicate a program change identified	01:29:41	18	year the work will actually occur. The	01:30:35
19	for the school year 2019-2020 which may	01:29:43	19	project schedule is broken out by	01:30:37
20	impact future program capacity of the	01:29:46	20	planning, permitting and construction.	01:30:39
21	facility. The columns in green show the	01:29:48	21	School information is read across	01:30:42
22	capital project information for each	01:29:51	22	the table; and, for example, Aldrin	01:30:43
23	school wherever applicable.	01:29:53	23	Elementary School has a design capacity of	01:30:47
24	The first green column shows the	01:29:55	24	896 seats. In school year 2029, 2020, it	01:30:48
25	project type, which indicates if the	01:29:57	25	has a program capacity of 746 seats. A	01:30:52
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1	September certified membership of 640	01:30:55	1	build area, future building area, acreage,	01:31:54
2	students in school year 2019-2020; and 558	01:30:57	2	and the elementary, middle and high school	01:31:58
3	students in school year 2020-2021, and	01:31:01	3	feeders and programs as applicable.	01:31:59
4	doesn't have a project status, since it's	01:31:04	4	The historical membership and	01:32:03
5	not one of the schools identified for	01:31:06	5	capacity utilization table shows the	01:32:04
6	renovation or capacity enhancement.	01:31:08	6	membership and program capacity	01:32:06
7	On the next slide the second green	01:31:12	7	utilization pages from school year 2011 to	01:32:08
8	column shows the project status. The --	01:31:15	8	school year 2012 to school year 2019 to	01:32:12
9	I'm sorry. The regions section includes	01:31:18	9	2020. This table includes the membership	01:32:15
10	the modified elementary, middle and high	01:31:20	10	for school year 2020-'21 and the program	01:32:18
11	school maps within each region. Since the	01:31:22	11	capacity utilization percentages for	01:32:21
12	program capacity utilization wasn't	01:31:25	12	school year 2020 to '21 which is	01:32:23
13	calculated for the school year, the map	01:31:27	13	unavailable due to impacts from, as I	01:32:27
14	show only the school boundary within each	01:31:29	14	mentioned, the pandemic.	01:32:29
15	region.	01:31:33	15	The numbers highlighted in orange	01:32:30
16	The next slide, we talked about how	01:31:34	16	indicate a program capacity utilization	01:32:32
17	the CIP includes additional capital	01:31:36	17	percentage after renovation or capacity	01:32:34
18	project pages which provide information on	01:31:38	18	enhancement. The school capacity tables	01:32:36
19	the membership capacity, capital project	01:31:40	19	shows the school design capacity. The	01:32:40
20	funding sources and expenditures.	01:31:43	20	program capacity for school year 2019 and	01:32:42
21	On the right of the page, it	01:31:45	21	2020, the number of temporary classrooms,	01:32:46
22	includes information about the school	01:31:46	22	the modular classrooms, and the	01:32:48
23	including the address, region, grade	01:31:48	23	anticipated design capacity. The project	01:32:50
24	configuration, year the school opened,	01:31:50	24	funding table shows the project phase	01:32:53
25	prior renovation year, prior renovation	01:31:52	25	prior to expenditures and the estimated	01:32:55

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1	future expenditure amount by fiscal year.	01:32:57	1	some feedback there. Thank you very much	01:33:55
2	As I mentioned, there is a lot of	01:33:00	2	for the very informative presentation.	01:33:58
3	information on our CIP documents and the	01:33:01	3	I do see that we have a hand and	01:34:00
4	link to it that was provided on the agenda	01:33:04	4	perhaps we'll have some others who have	01:34:02
5	item has a wealth of information in it and	01:33:08	5	some questions or comments to your	01:34:04
6	a lot of reference material, what we call	01:33:10	6	presentation; so we will begin with	01:34:05
7	static and also dynamic information.	01:33:12	7	Ms. Corbett Sanders.	01:34:07
8	The next slide talks really about	01:33:14	8	MS. CORBETT SANDERS: Thank you, Madame Chair	01:34:10
9	where we are. Today we're at the December	01:33:16	9	And I apologize that my camera is not on;	01:34:11
10	17th presentation of the CIP as new	01:33:19	10	but I'm having some connection issues, so	01:34:14
11	business. This is a new business	01:33:21	11	to be able to participate, I can't have	01:34:17
12	presentation with a follow-up work session	01:33:23	12	my camera and my audio on at the same	01:34:20
13	that is scheduled for January 5th, a	01:33:26	13	time.	01:34:23
14	public hearing scheduled for January 7th,	01:33:28	14	So, first, I want to thank you,	01:34:24
15	and then potential school board action	01:33:30	15	Jeff. You have just transformed the CIP	01:34:26
16	scheduled for February 4th.	01:33:32	16	process over the past several years, and	01:34:31
17	As I mentioned, it's part of the CIP	01:33:34	17	you have a great team that works with you;	01:34:34
18	season. We have already had two meetings	01:33:36	18	but the amount of information and the very	01:34:37
19	leading up to this, and the subsequent --	01:33:38	19	strategic manner in which you present the	01:34:40
20	subsequent ones that I've listed here for	01:33:41	20	information is greatly appreciated. It is	01:34:42
21	your review.	01:33:43	21	much more transparent and easy to use --	01:34:45
22	And that concludes my presentation	01:33:44	22	easier to use than it was when I first	01:34:49
23	of this year's CIP. Thank you.	01:33:46	23	came on the board. So thank you.	01:34:51
24	CHAIRWOMAN ANDERSON: Thank you very much	01:33:49	24	I do have one question, and it's	01:34:53
25	Mr. Platenberg, for -- oh, I think I have	01:33:51	25	regarding funding streams. Because I was	01:34:56
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1	under the impression that we had, in the	01:34:59	1	CHAIRWOMAN ANDERSON: Thank you very much	01:36:07
2	last bonds, set aside money for building a	01:35:03	2	Ms. Corbett Sanders.	01:36:09
3	new elementary school in the Providence	01:35:10	3	Ms. McLaughlin?	01:36:10
4	District to address the overcrowding.	01:35:12	4	MS. McLAUGHLIN: Yes. I'm just pulling up my	01:36:15
5	We saw the other day that there is	01:35:16	5	video.	01:36:19
6	quite a bit of development in that side of	01:35:18	6	Mr. Platenberg, I echo the praise	01:36:20
7	the county and so I just want to ask you,	01:35:22	7	that you received from my colleague,	01:36:24
8	'cause you said that the Dunn Loring	01:35:25	8	Ms. Corbett Sanders. You and your team	01:36:25
9	repurposing was not funded; and I'm	01:35:27	9	continue to do great work and I really	01:36:27
10	surprised, because I thought that that	01:35:31	10	appreciate your commitment to continuing	01:36:29
11	money was to be able to support that.	01:35:33	11	to improve the way in which we provide	01:36:31
12	MR. PLATENBERG: Yeah. Thank you for that	01:35:37	12	information in the CIP report.	01:36:35
13	clarifying question, because when I said	01:35:38	13	Just a quick clarification in the	01:36:38
14	the Dunn Loring repurposing, it -- the	01:35:43	14	enrollment numbers. I know we talked	01:36:40
15	Dunn Loring repurposing hasn't formally	01:35:44	15	about this in work sessions, that we did	01:36:42
16	been adopted by the governing body.	01:35:46	16	have a drop of enrollment, almost 9,000 of	01:36:44
17	We do have funding for the	01:35:48	17	a net differential; but the -- I wanted	01:36:48
18	Fairfax/Oakton Elementary School and that	01:35:50	18	to just confirm, those numbers are based	01:36:51
19	funding was provided. So thank you so	01:35:52	19	on our filing with the State, which is the	01:36:54
20	much for that clarification in the	01:35:54	20	end of September 30th; correct?	01:36:57
21	Providence District.	01:35:55	21	MR. PLATENBERG: Yes. That is correct.	01:37:00
22	MS. CORBETT SANDERS: Excellent. I just	01:35:57	22	MS. McLAUGHLIN: Okay. So I would just like	01:37:02
23	wanted to make sure we preserved that	01:35:58	23	to share with my colleagues and	01:37:04
24	funding for the needs in that region.	01:36:00	24	Dr. Brabrand, I know we've talked about	01:37:06
25	Appreciate it.	01:36:02	25	this, too, that we'll need to get some	01:37:09

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1	more information from your team about	01:37:11	1	and of the number of students that we	01:38:22
2	what our enrollment numbers look like now	01:37:14	2	didn't have at the beginning of the year;	01:38:24
3	because I did hear from families who said	01:37:18	3	so there was a big concerted effort for	01:38:26
4	that communication and confirmation from	01:37:21	4	all of the reasons why we're here to try	01:38:29
5	FCPS about their enrollment of their	01:37:25	5	to engage students. But, yes, thank you.	01:38:32
6	students that they chose to have their --	01:37:28	6	MS. McLAUGHLIN: No, I just think it will --	01:38:35
7	their students not with FCPS this -- this	01:37:32	7	it will be helpful to us because we know	01:38:37
8	term right now; that they got	01:37:36	8	sometimes in the absence of information,	01:38:40
9	communications after the September 30th	01:37:38	9	people create narratives and -- and,	01:38:42
10	date and communicated afterwards. So I	01:37:41	10	obviously, for us to also have just a --	01:38:44
11	just want to be able to help answer to	01:37:44	11	an important grasp of what -- what our	01:38:48
12	that in the community when people say it,	01:37:48	12	overall enrollment numbers look like.	01:38:51
13	what -- what do we know our enrollment	01:37:49	13	Dr. Brabrand, will that be difficult	01:38:53
14	numbers to be now, on December 17th or,	01:37:51	14	to do, to get revised numbers from	01:38:55
15	you know, January 1.	01:37:56	15	September 30th?	01:38:59
16	It's not a time-sensitive thing; but	01:37:57	16	DR. BRABRAND: We can -- we can get updated	01:39:01
17	when people are asking, I haven't known --	01:37:59	17	numbers since September 30th. I don't	01:39:03
18	How do we let them know beyond September	01:38:02	18	know if we had changes from the	01:39:06
19	30th what our enrollment numbers look	01:38:04	19	originally -- You're just asking for	01:39:08
20	like.	01:38:08	20	numbers since September 30th. Yeah, we	01:39:10
21	MR. PLATENBERG: Yes, Ms. McLaughlin, I	01:38:09	21	can do that and we (unintelligible) into	01:39:12
22	appreciate you bringing that up. I know	01:38:10	22	the State numbers on March 30th; and we	01:39:15
23	there was a huge concerted effort for us	01:38:12	23	did get confirmation in the State budget	01:39:21
24	to get students back in the school	01:38:15	24	and, Ms. Burden can speak to this at a	01:39:23
25	because we identified so many disconnects	01:38:18	25	budget -- that they are going to in a	01:39:28
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1	sense hold all school districts in	01:39:32	1	but I'm glad to see it's still there, and	01:40:20
2	Virginia harmless for enrollment this	01:39:34	2	we want to do as much as we can to -- to	01:40:22
3	year.	01:39:36	3	promote that, especially, you know,	01:40:24
4	That's good news. It's in the	01:39:37	4	(unintelligible) meant about outdoor	01:40:26
5	governor's proposed budget. It's not been	01:39:38	5	learning spaces in the time of COVID; so,	01:40:27
6	approved yet. But we're hopeful. But	01:39:39	6	you know, using COVID, finding those	01:40:30
7	we'll get you the updated numbers and send	01:39:41	7	silver linings to, you know, improve how	01:40:32
8	that to the whole board in a Brabrand	01:39:43	8	we use our facilities. I know you're	01:40:35
9	Briefing soon.	01:39:45	9	interested in that; and so I'm eager to do	01:40:37
10	MS. McLAUGHLIN: I appreciate that. Thank	01:39:48	10	that, that work with you and with the	01:40:38
11	you.	01:39:52	11	board.	01:40:41
12	DR. BRABRAND: You're welcome.	01:39:52	12	I also want -- I'm glad that you	01:40:41
13	CHAIRWOMAN ANDERSON: Ms. Meren?	01:39:55	13	raised -- that we had our county partners	01:40:44
14	MS. MEREN: Yes, thank you. Thank you,	01:39:56	14	on the phone in the call with us the other	01:40:46
15	Mr. Platenberg. I think this is really	01:39:57	15	day from planning; and I just want to	01:40:48
16	exciting stuff and I appreciate all the	01:39:59	16	reiterate how essential that is and am so	01:40:50
17	work. It's an incredible document you've	01:40:01	17	pleased to see that -- our two offices	01:40:53
18	put together for us to review.	01:40:03	18	being more engaged. Because especially as	01:40:56
19	I want to say slide 10 of your	01:40:05	19	we have large developments going up, we	01:40:57
20	presentation is -- might be my favorite,	01:40:07	20	have to know at the time, you know, before	01:41:00
21	about our (unintelligible) initiatives and	01:40:09	21	ground even breaks, right, like what's	01:41:02
22	I know that it's hard for us to be	01:40:12	22	happening.	01:41:03
23	creative and move forward on all the	01:40:14	23	So thank you for fostering that and	01:41:04
24	things that we had talked about, you know,	01:40:16	24	I hope that you'll ask the board to do	01:41:06
25	years even before I arrived on the board;	01:40:18	25	whatever we can to promote partnership	01:41:08

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1	with the board of supervisors in the	01:41:10	1	you. Thank you so much, Ms. Omeish.	01:42:04
2	county offices. So thank you.	01:41:11	2	We're at 4.01 confirmation of action	01:42:07
3	CHAIRWOMAN ANDERSON: Thank you very much.	01:41:18	3	taken in board meeting -- in closed	01:42:10
4	Ms. Meren. And thank you,	01:41:18	4	meetings.	01:42:14
5	Mr. Platenberg, for this wonderful	01:41:20	5	This is a portion of the meeting	01:42:14
6	presentation.	01:41:21	6	where the board will confirm any action	01:42:16
7	And now we will move on to our next	01:41:23	7	regarding issues that were discussed in	01:42:18
8	agenda item, which is the Thomas Jefferson	01:41:25	8	the closed meeting.	01:42:19
9	High School for science admissions.	01:41:27	9	And I'll call on Ms. McLaughlin for	01:42:21
10	Ms. Pekarsky?	01:41:37	10	the motion.	01:42:30
11	MS. PEKARSKY: Can you hear...you can hear me,	01:41:39	11	Ms. McLaughlin? Is she with us or	01:42:33
12	Dr. Anderson?	01:41:42	12	did we lose her?	01:42:35
13	CHAIRWOMAN ANDERSON: Yes.	01:41:43	13	(No response.)	
14	MS. PEKARSKY: Sorry, I'm having --	01:41:43	14	Okay. Can I be heard? Okay. Thank	01:42:46
15	CHAIRWOMAN ANDERSON: Yes.	01:41:44	15	you.	01:42:52
16	MS. PEKARSKY: -- having audio --	01:41:44	16	Ms. McLaughlin, are you with us	01:42:52
17	CHAIRWOMAN ANDERSON: I can hear you.	01:41:45	17	still?	01:43:01
18	MS. PEKARSKY: I'm sorry.	01:41:46	18	(No response.)	
19	CHAIRWOMAN ANDERSON: You're ready to go.	01:41:46	19	Can anybody confirm?	01:43:03
20	MS. PEKARSKY: I call on Ms. Omeish for the	01:41:47	20	FEMALE VOICE: Dr. Anderson, shall I --	01:43:05
21	motion.	01:41:50	21	(Audio distorted - unintelligible)	
22	MS. OMEISH: Just a clarification. Are we not	01:41:52	22	Shall I try to get her on the phone?	01:43:08
23	confirming closed actions?	01:41:55	23	CHAIRWOMAN ANDERSON: Please do. We'll just	01:43:11
24	CHAIRWOMAN ANDERSON: I apologize. I totally	01:42:00	24	take a couple of minutes here to get her	01:43:18
25	skipped that piece. I apologize. Thank	01:42:02	25	started. Oh, yes. Here she is.	01:43:20
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1	MS. McLAUGHLIN: This is Ms. McLaughlin.	01:43:21	1	MS. PEKARSKY: Okay. I call on Ms. Omeish for	01:44:21
2	CHAIRWOMAN ANDERSON: I know. We're all	01:43:24	2	the motion.	01:44:24
3	having difficulties tonight; so bear with	01:43:25	3	MS. OMEISH: Madame Vice Chair, the hybrid	01:44:28
4	us, please.	01:43:29	4	solution presented to the school board by	01:44:31
5	Ms. McLaughlin, please go ahead.	01:43:30	5	the superintendent on December 7th will	01:44:32
6	MS. McLAUGHLIN: Yes, Madame Chair.	01:43:33	6	ensure that the Thomas Jefferson High	01:44:34
7	I move that the board authorize the	01:43:36	7	School for Science and Technology	01:44:36
8	superintendent to execute the resolution	01:43:38	8	continues to provide a high quality STEM	01:44:38
9	agreement according to the terms and	01:43:40	9	education. A diverse student body that	01:44:39
10	conditions discussed in closed session.	01:43:42	10	includes the wide variety of backgrounds,	01:44:42
11	CHAIRWOMAN ANDERSON: Is there a second?	01:43:46	11	experiences and skills enriches the	01:44:44
12	Thank you, Ms. Cohen. I see your	01:43:51	12	learning environment for the students at	01:44:46
13	hand. Thank you very much.	01:43:53	13	TJ and prepares them to be science and	01:44:47
14	All in favor of this action, please	01:43:55	14	technology leaders in an increasingly	01:44:51
15	raise your hands?	01:43:57	15	adverse work force.	01:44:53
16	We have Ms. Cohen, Mr. Frisch,	01:43:59	16	I therefore move to direct the	01:44:54
17	Ms. Omeish, Ms. McLaughlin, Ms. Pekarsky,	01:44:01	17	superintendent to revise the admissions	01:44:55
18	Ms. Sizemore Heizer, Ms. Meren,	01:44:04	18	process for Thomas Jefferson High School	01:44:57
19	Ms. Corbett Sanders, Ms. Tholen,	01:44:06	19	Science and Technology utilizing the	01:44:59
20	Ms. Keys-Gamarra, Ms. Derenak Kaufax, and	01:44:08	20	hybrid merit lottery of the	01:45:01
21	myself. That is unanimous.	01:44:11	21	superintendent's presentation to the board	01:45:04
22	Thank you, Ms. McLaughlin and	01:44:13	22	on December 7th. The admissions process	01:45:06
23	Ms. Cohen.	01:44:16	23	must use only racial -- race-neutral	01:45:08
24	Now, I will call on Ms. Pekarsky yet	01:44:17	24	methods that do not seek to achieve any	01:45:11
25	again.	01:44:20	25	specific racial or ethnic mix, balance or	01:45:13

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1	targets. These changes are affected with	01:45:15	1	hundred that would have been a com -- a	01:46:19
2	the admissions process for the class	01:45:17	2	part of this is, in fact, being done	01:46:20
3	entering TJ in the fall of 2021.	01:45:19	3	before the lottery; whereas, prior to	01:46:23
4	MS. PEKARSKY: Is there a second?	01:45:23	4	that, we had conversations about, you	01:46:27
5	CHAIRWOMAN ANDERSON: I second.	01:45:25	5	know, that -- that being a check almost,	01:46:29
6	MS. PEKARSKY: Ms. Omeish, would you like to	01:45:27	6	but that this was a necessary component	01:46:31
7	speak to your motion?	01:45:29	7	and that students had to meet a certain	01:46:34
8	MS. OMEISH: Yeah. You know, the -- The	01:45:33	8	threshold to be allowed both on the essay	01:46:36
9	statement, I understand, is one that --	01:45:34	9	and the student information sheet to even	01:46:39
10	that is important to capture what this	01:45:37	10	be eligible.	01:46:41
11	speaks to. I'll keep this brief. I	01:45:39	11	So that's just a piece, you know, I	01:46:41
12	mean, we've been hashing this out for	01:45:42	12	wanted to make sure I clarified for my	01:46:43
13	many weeks and months.	01:45:43	13	colleagues. I understand that, you know,	01:46:44
14	I just wanted to clarify one piece	01:45:45	14	the Minority Student Achievement Oversight	01:46:46
15	that I think got lost in the conversation	01:45:47	15	Committee, the Title 1 Parent Advisory	01:46:49
16	ever since the beginning. I remember, you	01:45:51	16	Committee, "NOK-ka-set," NAACP, TJ Alumni	01:46:50
17	know, when -- when we were first presented	01:45:53	17	Group, there are many organizations that	01:46:54
18	with the merit lot -- the merit lottery	01:45:55	18	have been in support of this; and out of	01:46:55
19	proposal it had a different process than	01:46:00	19	principle I wanted to make sure that this	01:46:57
20	this -- this merit lottery component; and	01:46:01	20	was something that was heard.	01:47:00
21	the key piece that really -- My eyes	01:46:05	21	But, again, clarifying that piece,	01:47:01
22	opened when I came to understand, was that	01:46:07	22	because I think this is where the	01:47:03
23	the same evaluation we would have with all	01:46:11	23	conversation -- we -- We got lost a	01:47:04
24	the criteria and the tests that we will be	01:46:14	24	little bit in the conversation regarding	01:47:06
25	putting in place for that pool of a	01:46:17	25	merit or the philosophy of all of these	01:47:09
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1	things in -- in not noticing that key	01:47:12	1	from Dr. Bonitatibus, the principal at TJ,	01:48:12
2	detail in the adjusted proposal.	01:47:15	2	that there's such an expansion does not --	01:48:15
3	MS. PEKARSKY: Thank you, Ms. Omeish.	01:47:19	3	will not reduce the level of students that	01:48:18
4	Dr. Anderson, would you like to	01:47:21	4	are admitted into TJ.	01:48:21
5	speak to this motion?	01:47:22	5	The goal here is not to disadvantage	01:48:24
6	CHAIRWOMAN ANDERSON: I would. I, too, will	01:47:24	6	or advantage any racial group or	01:48:27
7	want to be very brief, because we have	01:47:25	7	socioeconomic group. In fact, this	01:48:31
8	been debating this issue for many months	01:47:27	8	proposal is to address such advantage that	01:48:33
9	now. But I am supportive of this	01:47:30	9	has been in place of some -- of one group	01:48:36
10	proposal because it is an opportunity for	01:47:32	10	over another.	01:48:39
11	us to have a race-neutral selection of	01:47:36	11	As Ms. Omeish has shared, there's	01:48:40
12	students to be admitted to TJ. We're	01:47:38	12	been support for this proposal from MSAOC,	01:48:42
13	committed to building a diverse student	01:47:39	13	Title 1 advisory groups, as well as	01:48:45
14	body that includes a wide variety of	01:47:41	14	numerous advocacy groups such as the NAACP,	01:48:48
15	backgrounds, as Ms. Omeish has shared;	01:47:43	15	and the TJ Alumni Group. But to be clear,	01:48:50
16	and I believe this will be a good step to	01:47:46	16	this option does require some additional	01:48:55
17	get us there.	01:47:48	17	work. But it is a good and -- It is an	01:48:58
18	As it's been stated before, we are	01:47:50	18	adequate first step for us to promote	01:49:00
19	seeking to expand opportunity for all of	01:47:52	19	students from all areas of the county.	01:49:02
20	our students; and I'm glad that Ms. Omeish	01:47:54	20	Some of the tenets of this option do	01:49:06
21	also highlighted that there's a merit	01:47:57	21	require your attention, such as the	01:49:08
22	component to the merit lottery that	01:48:00	22	reserve seats, because we know that will	01:49:10
23	continues to be overlooked. This will not	01:48:02	23	not serve to enhance the culture of TJ,	01:49:13
24	be a method that selects students who are	01:48:05	24	which many students have spoken over the	01:49:16
25	not ready for TJ; and we've heard this	01:48:09	25	last several months that are problematic.	01:49:18

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1	While our board has done work to	01:49:21	1	from experts, it was a departure and is a	01:50:35
2	enact changes, such as the removal of the	01:49:24	2	departure from business as usual.	01:50:39
3	admission test -- I'm sorry, of the	01:49:27	3	And if we are truly serious about	01:50:42
4	assessment and of the application fee, and	01:49:29	4	doing anti-racism type work on this board,	01:50:45
5	also increasing the capacity, the seating	01:49:32	5	I hope that we will embrace opportunities	01:50:50
6	capacity at TJ, there is more work to do;	01:49:36	6	like this. And so I will be supporting	01:50:54
7	and I believe this is can be a step to	01:49:38	7	this today and will continue to advocate	01:50:56
8	move us in that direction in a bold	01:49:40	8	for us to truly challenge ourselves and	01:51:00
9	fashion.	01:49:43	9	make sure that we are offering opportunity	01:51:04
10	Thank you.	01:49:43	10	to every student in every corner of	01:51:07
11	MS. PEKARSKY: Thank you.	01:49:46	11	Fairfax County.	01:51:09
12	Ms. Keys-Gamarra?	01:49:46	12	Thank you.	01:51:10
13	MS. KEYS-GAMARRA: Thank you. I -- I just	01:49:49	13	MS. PEKARSKY: Thank you.	01:51:13
14	want to speak -- speak briefly because I	01:49:50	14	Mr. Frisch?	01:51:13
15	do thank Dr. Brabrand for bringing	01:49:55	15	MR. FRISCH: Thanks. And I know we'll be	01:51:17
16	forward this issue and giving this board	01:49:59	16	talking about this issue for a while, so	01:51:18
17	an opportunity to look at and take steps	01:50:02	17	I'll try and keep this short.	01:51:20
18	to correct decades of missed opportunity	01:50:06	18	I have zero doubts that there are	01:51:22
19	for many students across this county.	01:50:12	19	hundreds of students in our schools who	01:51:23
20	As we know, there have been students	01:50:15	20	are overlooked, but who would thrive at TJ	01:51:26
21	that have not been recognized in many	01:50:19	21	if given the opportunity.	01:51:30
22	regions, in many middle schools; and while	01:50:21	22	I do have doubts, though, and I hope	01:51:32
23	I think that this particular proposal is a	01:50:25	23	I'm wrong, that the proposed holistic	01:51:33
24	work in progress, and my hope had been	01:50:28	24	option will do an adequate job of bringing	01:51:36
25	that we would continue to receive guidance	01:50:31	25	these overlooked students into the process	01:51:38
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1	and incentivizing investments in their	01:51:41	1	a better job finding qualified students	01:52:30
2	schools.	01:51:43	2	and providing them with a campus climate	01:52:31
3	Lotteries consisting of	01:51:44	3	consistent with the promise of a caring	01:52:34
4	prequalified, talented and motivated	01:51:45	4	culture for every student.	01:52:36
5	students are successfully used in other	01:51:47	5	I also won't complain about test	01:52:37
6	top high schools across the United States.	01:51:49	6	prep or purportedly wealthy families	01:52:39
7	They can work here, too; but the merit	01:51:52	7	flexing their financial mother -- muscle	01:52:41
8	lottery and subsequent revised hybrid	01:51:54	8	to help their children succeed. These	01:52:44
9	lottery will not be passing tonight. They	01:51:56	9	families are simply paying by the rules	01:52:46
10	simply don't have the votes to succeed,	01:51:58	10	FCPS has given them, and they will	01:52:47
11	and that's the nature of public policy.	01:51:59	11	continue to do so whatever our decision is	01:52:49
12	Sometimes you have the votes and sometimes	01:52:02	12	made today.	01:52:52
13	you do not.	01:52:03	13	This isn't about pitting one family	01:52:53
14	We remember that those with whom we	01:52:04	14	against another. It's about the rules we	01:52:54
15	disagree on one issue might agree with us	01:52:06	15	set for all families. The charge of this	01:52:56
16	on the next, and we seek to attract rather	01:52:09	16	board is to put the resources of this	01:52:58
17	than repel.	01:52:12	17	school division to the best possible use	01:53:00
18	I've done my best to ignore the	01:52:13	18	for each and every student in each and	01:53:03
19	vitriol this conversation has inspired on	01:52:14	19	every school. I look forward to hearing	01:53:04
20	Twitter and elsewhere, especially when	01:52:17	20	my colleagues this evening as we carefully	01:53:07
21	I've had so many civil conversations with	01:52:20	21	consider their various motions and	01:53:09
22	parents, students and alumni on all sides	01:52:22	22	amendments, because I know they feel the	01:53:11
23	of this issue.	01:52:24	23	same way. Thank you.	01:53:12
24	You will not hear me attacking TJ	01:52:26	24	MS. PEKARSKY: Thank you, Mr. Frisch.	01:53:16
25	alumni who simply want their school to do	01:52:27	25	I seeing no other speakers, I will	01:53:18

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1	go ahead and re-read the motion.	01:53:19	1	And that motion fails.	01:54:32
2	The motion before us is: I,	01:53:22	2	FEMALE VOICE: Madame Vice Chair, did you	01:54:36
3	therefore, move to direct the	01:53:24	3	vote?	01:54:38
4	superintendent to revise the admissions	01:53:25	4	MS. PEKARSKY: Yes. I voted no. I --	01:54:39
5	process for Thomas -- TJ, utilizing the	01:53:28	5	FEMALE VOICE: Thank you.	01:54:40
6	hybrid merit lottery of the	01:53:31	6	CHAIRWOMAN ANDERSON: Thank you, Ms. Pekarsky	01:54:44
7	superintendent's presentation to the board	01:53:33	7	I now call on Ms. Tholen for the	01:54:46
8	on December 7th. The admission process	01:53:35	8	motion.	01:54:53
9	must use only race-neutral methods that do	01:53:38	9	MS. THOLEN: Madame Chair, the holistic review	01:54:55
10	not speak to achieve any specific racial	01:53:40	10	process presented to the school board by	01:54:57
11	or ethnic mix, balance or targets. These	01:53:43	11	the superintendent on December 7th will	01:54:59
12	changes are effective with the admissions	01:53:46	12	ensure that the Thomas Jefferson High	01:55:02
13	process for the class entering in the fall	01:53:48	13	School for Science and Technology	01:55:04
14	of 2021.	01:53:51	14	continues to provide a high quality STEM	01:55:06
15	All those in favor?	01:53:53	15	education. A diverse student body that	01:55:08
16	Ms. Omeish, Ms. Keys-Gamarra,	01:54:00	16	includes a wide variety of backgrounds,	01:55:12
17	Dr. Anderson, Mr. Frisch.	01:54:04	17	experiences, and skills enriches the	01:55:14
18	All those opposed?	01:54:06	18	learning environment for the students at	01:55:17
19	Ms. McLaughlin, Ms. Tholen,	01:54:13	19	TJ and prepares them to be the finest in	01:55:19
20	Ms. Corbett Sanders, Ms. Meren,	01:54:15	20	technology leaders that we need in a	01:55:22
21	Ms. Sizemore Heizer, Ms. Cohen,	01:54:17	21	increasingly diverse work force.	01:55:24
22	Ms. Derenak Kaufax, and Ms. Pekarsky.	01:54:20	22	I thereby move to direct the	01:55:27
23	I do not -- Are there any	01:54:24	23	superintendent to revise the admissions	01:55:29
24	abstentions?	01:54:29	24	process for Thomas Jefferson High School	01:55:32
25	(No response.)		25	for Science and Technology utilizing the	01:55:34
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1	holistic review process outlined on pages	01:55:37	1	So while I understand the positive	01:56:55
2	10, 11 and 12 of the superintendent's	01:55:40	2	points of doing a lottery admissions	01:56:57
3	presentation to the board on December 7th.	01:55:44	3	process and thank the many advocates for	01:56:59
4	The superintendent's holistic review	01:55:49	4	the hours of discussion and research on	01:57:01
5	process must be modified to establish that	01:55:51	5	this, I arrive at thinking about the TJ	01:57:05
6	as part of the review process the task 1.5	01:55:55	6	admissions process from the perspective of	01:57:08
7	percent of the 8th grade class at each	01:56:00	7	a parent of a TJ grad; and more	01:57:10
8	public middle school and who also meet the	01:56:03	8	importantly, as someone that has spent	01:57:13
9	minimum standards based on GPA in core	01:56:07	9	time as a middle school science teacher	01:57:15
10	classes, student portrait sheet,	01:56:11	10	and one that has spent hours and hours in	01:57:19
11	problem-solving essay and experience	01:56:14	11	our Fairfax County middle schools and in	01:57:22
12	factors will be eligible for admission.	01:56:17	12	training middle school teachers to engage	01:57:24
13	The admission process must use only	01:56:21	13	students in hands-on problem-solving	01:57:26
14	race-neutral methods that do not seek to	01:56:23	14	efforts.	01:57:29
15	achieve any specific racial or ethnic mix,	01:56:26	15	I have looked at the data generated	01:57:30
16	balance, or target. These changes are	01:56:29	16	around their options and I cannot help but	01:57:32
17	effective with the admissions process for	01:56:32	17	think that a thoughtful deliberate process	01:57:35
18	the class entering TJ in the fall of 2021.	01:56:35	18	across our district to identify students	01:57:38
19	CHAIRWOMAN ANDERSON: Is there a -- I'm	01:56:41	19	that will thrive at TJ will bring us	01:57:41
20	sorry. I'll put this on.	01:56:43	20	students that are interested in STEM and	01:57:43
21	Is there a second?	01:56:44	21	also have the aptitude to achieve in an	01:57:46
22	Ms. Pekarsky.	01:56:48	22	attentive math and science environment.	01:57:49
23	Ms. Tholen, would you like to speak	01:56:49	23	Importantly included in this motion	01:57:52
24	to your motion?	01:56:51	24	is something where we can strive toward a	01:57:55
25	MS. THOLEN: Yes, please. Thank you.	01:56:53	25	minimum number of admissions from each	01:57:57

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1	school and thoughtfully ensure the	01:58:00	1	body, I'm sorry, in their school	01:59:08
2	increased geographic diversity of entrants	01:58:03	2	experiences.	01:59:10
3	and then have a cadre of students that can	01:58:07	3	I want to thank the many community	01:59:11
4	assist us in recruitment and outreach	01:58:09	4	advocates who have shared their thoughts	01:59:13
5	efforts over the upcoming years so we can	01:58:12	5	and comments during this process, and I	01:59:15
6	build the strength of the TJ pipeline in	01:58:14	6	encourage my fellow board members to	01:59:17
7	every single one of our middle schools.	01:58:17	7	support this motion tonight so our	01:59:19
8	And we'll have staff more and more	01:58:21	8	students and their families know what	01:59:22
9	incentivized to identify and work with	01:58:24	9	their path forward is for next year.	01:59:24
10	future applicants in every one of these	01:58:27	10	Thank you.	01:59:27
11	schools.	01:58:30	11	CHAIRWOMAN ANDERSON: Thank you, Ms. Pekarsky	01:59:30
12	Please note that this method	01:58:30	12	Do we have any other board members	01:59:31
13	described will eliminate the regional cap.	01:58:32	13	wishing to speak to this motion?	01:59:32
14	Thank you.	01:58:36	14	Ms. Corbett Sanders, go ahead.	01:59:35
15	CHAIRWOMAN ANDERSON: Ms. Pekarsky, would you	01:58:39	15	MS. CORBETT SANDERS: I am going to try to get	01:59:38
16	like to speak to your second?	01:58:40	16	my camera working. If I start to have	01:59:41
17	MS. PEKARSKY: Sure. Very briefly. This	01:58:42	17	computer issues, I will switch. Hold	01:59:46
18	motion will ensure that we are	01:58:45	18	on -- my video, I mean.	01:59:50
19	identifying highly- qualified	01:58:46	19	CHAIRWOMAN ANDERSON: Ooh, you're already	01:59:52
20	academically-exceptional students in all	01:58:49	20	starting to have issues.	01:59:54
21	FCPS schools and providing them the	01:58:52	21	MS. CORBETT SANDERS: Let's see.	01:59:57
22	opportunity to enroll at Thomas Jefferson	01:58:55	22	CHAIRWOMAN ANDERSON: Ms. Corbett Sanders?	01:59:58
23	High School.	01:58:58	23	MS. CORBETT SANDERS: I don't think that's	02:00:00
24	This diverse student body will have	01:58:59	24	working. I...	02:00:01
25	a positive impact to -- to the entire TJ	01:59:01	25	CHAIRWOMAN ANDERSON: Yeah. I am not sure --	02:00:02
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1	MS. CORBETT SANDERS: ...gonna have...	02:00:03	1	of each of the approaches that have been	02:01:12
2	CHAIRWOMAN ANDERSON: -- if your --	02:00:03	2	brought to us by Dr. Brabrand; but I	02:01:14
3	MS. CORBETT SANDERS: There's -- It's not	02:00:04	3	wanted to make sure that we had some	02:01:17
4	Okay. So I represent the Mount	02:00:11	4	independent sources to look at; and this	02:01:20
5	Vernon Magisterial District. It has	02:00:13	5	is where I looked at the Brookings	02:01:23
6	perhaps one of the lowest probabilities of	02:00:15	6	Institute report and proceedings that have	02:01:25
7	getting students into TJ of anywhere in	02:00:18	7	been taking place in Richmond with Maggie	02:01:27
8	the county, and it is for that reason that	02:00:20	8	Walker and the schools in Boston; and in	02:01:30
9	I approach the work before us with a lot	02:00:23	9	my research I have found compelling	02:01:33
10	of thought and a lot of deliberation.	02:00:27	10	evidence supporting this more	02:01:35
11	And we are here as policy makers to	02:00:32	11	comprehensive review in proposal 2 coupled	02:01:37
12	enact policy that are intentional and that	02:00:34	12	with the very intentional experience	02:01:41
13	express -- that are explicit in our	02:00:38	13	factors that have been added into this	02:01:43
14	desire, and our desire tonight is to	02:00:40	14	process.	02:01:46
15	ensure that there is equity of access and	02:00:43	15	It is with this intentional approach	02:01:47
16	equity of opportunity for students	02:00:47	16	that places like Chicago have used	02:01:49
17	throughout Fairfax County at each	02:00:50	17	geographic diversity in select -- in	02:01:54
18	individual middle school in Fairfax County	02:00:53	18	ensuring diversity in their select high	02:01:58
19	to be able to to take advantage of the	02:00:56	19	schools. They ensure that there is a	02:02:01
20	wonderful opportunities at TJ.	02:00:58	20	representation by census tract in Chicago.	02:02:02
21	And so I've spent a lot of time	02:01:02	21	And in Boston recently Ibram X.	02:02:05
22	speaking with advocates and researching	02:01:03	22	Kendi advocated for a minimum number of	02:02:08
23	best practices and admissions policies	02:01:05	23	seats for each of the elite schools to be	02:02:11
24	across the country; and as we all know,	02:01:07	24	allocated by ZIP code. And a recent study	02:02:14
25	there are arguments being made in support	02:01:10	25	by the National Institutes of Health and	02:02:17

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1	the Association of Urban Colleges and Universities on how to increase diversity in the healthcare profession identified a holistic approach as the most effective means of ensuring that schools are able to realize their diversity goals.	02:02:19	02:02:21
2	The urban universities for this health to study with support from the Health Resources and Services Administration and the National Institutes of Health conducted a large scale national study on admissions in the health professions. The study found schools using a holistic admissions process experience both increases in the diversity of their incoming classes and schools using holistic admissions processes reported increases in their student engagement with the community, student cooperation in teamwork, and students' openness to perspectives different from their own.	02:02:24	02:02:27
3	02:02:29	02:02:32	02:02:34
4	02:02:36	02:02:38	02:02:40
5	02:02:43	02:02:45	02:02:47
6	02:02:50	02:02:52	02:02:55
7	02:02:57	02:03:00	02:03:02
8	02:03:04	02:03:07	02:03:09
9	02:03:11	02:03:12	02:03:16
10	02:03:18	02:03:20	02:03:22
11	02:03:24	02:03:26	02:03:27
12	02:03:29	02:03:33	02:03:34
13	02:03:36	02:03:38	02:03:40
14	02:03:42	02:03:44	02:03:46
15	02:03:48	02:03:50	02:03:53
16	02:03:55	02:03:57	02:03:59
17	02:04:02	02:04:05	02:04:06
18	02:04:07	02:04:19	02:04:21
19	02:04:22	02:04:25	02:04:27
20	02:04:31	02:04:34	02:04:37
21	02:04:40	02:04:43	02:04:45
22	02:04:48	02:04:49	02:04:52
23	02:04:55	02:04:58	02:05:02
24	02:05:03	02:05:04	02:05:07
25	02:05:10	02:05:12	02:05:16
1	diversity of their incoming classes -- (Bell ringing.)	02:03:18	02:03:20
2	-- had increased more than it had at schools that had used fewer holistic review practices.	02:03:22	02:03:24
3	And for those who may say that we are not doing enough, I offer that this board is being very intentional in its approach to the challenge before it. We've already eliminated the test and the application fee, and increased the size of the freshman class. What we will do tonight will be more intentional by establishing a minimum number of seats per middle school. We also have a number of follow-on motions that build on the direction provided to the superintendent in October to ensure equity of access to advanced academics in all of our elementary schools; and these motions will ensure that we achieve our objective of ensuring greater opportunities for students across the county to attend TJ.	02:03:26	02:03:29
4	CHAIRWOMAN ANDERSON: Thank you, Ms. Corbett Sanders.	02:03:33	02:03:36
5	02:03:38	02:03:40	02:03:42
6	02:03:44	02:03:46	02:03:48
7	02:03:50	02:03:53	02:03:55
8	02:03:57	02:03:59	02:04:02
9	02:04:05	02:04:06	02:04:07
10	02:04:19	02:04:21	02:04:22
11	02:04:25	02:04:27	02:04:31
12	02:04:34	02:04:37	02:04:40
13	02:04:43	02:04:45	02:04:48
14	02:04:49	02:04:52	02:04:55
15	02:04:58	02:05:02	02:05:03
16	02:05:04	02:05:07	02:05:10
17	02:05:12	02:05:16	02:05:19
18	02:05:22	02:05:25	02:05:26
19	02:05:29	02:05:34	02:05:38
20	02:05:43	02:05:46	02:05:50
21	02:05:53	02:05:55	02:06:00
22	02:06:01	02:06:08	02:06:09
23	02:06:13	02:06:14	02:06:17
24	02:06:19	02:06:21	02:06:24
25	02:06:26	02:06:28	02:06:30
1	science opportunities in all of our middle schools.	02:05:22	02:05:25
2	If all we do tonight is change the admissions process for TJ and not change who applies to TJ, not change who sees themselves as TJ kids, and not work to expand what that means at TJ, that everybody can feel included and valued, then we're not doing our job. And we know you're gonna keep us honest on that, and I'm grateful for it.	02:05:26	02:05:29
3	CHAIRWOMAN ANDERSON: Thank you. Ms. Meren, followed by Ms. Sizemore Heizer.	02:05:34	02:05:38
4	MS. MEREN: Yes. Thank you. I've said this several times this week, not only on the topic of TJ but other topics. It's the role of the community advocates to seek out what they think that students deserve; and I have been in those shoes for many years and I respect the outreach and advocacy, and I hope the community knows that even if the decision hasn't gone the way that you advocated for, your input was essential in	02:05:43	02:05:46
5	02:05:50	02:05:53	02:05:55
6	02:06:00	02:06:01	02:06:08
7	02:06:09	02:06:13	02:06:14
8	02:06:17	02:06:19	02:06:21
9	02:06:24	02:06:26	02:06:28
10	02:06:30	02:06:32	02:06:34

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1	educating me about the options and the	02:06:35	1	advanced programs.	02:07:33
2	desires of Fairfax County, whether it was	02:06:38	2	You know, it's been talked about;	02:07:35
3	coming from a student, a parent, or alumni	02:06:40	3	but this was a time to really start	02:07:36
4	or other community members.	02:06:44	4	detailing the policy for things like that.	02:07:38
5	I've learned a lot in these past	02:06:46	5	You know, the early childhood programming,	02:07:40
6	months. I've read analysis, letters,	02:06:48	6	comparable courses being offered in	02:07:42
7	reports, historical accounts of TJ and	02:06:49	7	extracurricular activities across	02:07:46
8	proposals, had conversations and I'm	02:06:52	8	elementary and middle schools.	02:07:48
9	making the best decision I can tonight	02:06:55	9	I believe that the anti-racist work	02:07:51
10	based on what I think is possible given	02:06:57	10	that this is part of, it's -- it is part	02:07:54
11	the resources that the school division has	02:06:59	11	of it; and there's many things that I know	02:07:57
12	and how we can best support students and	02:07:01	12	this board has already done this year to	02:07:59
13	getting more students into TJ and	02:07:04	13	center anti-racist work at FCPS. So for	02:08:01
14	supporting them in that -- that	02:07:06	14	those of you who wanted more on this	02:08:04
15	transition.	02:07:08	15	tonight, I do believe that we are seeking	02:08:07
16	I agree with what's been said. This	02:07:08	16	out anti-racist work and eradicating	02:08:10
17	is not the end of the work on TJ	02:07:10	17	racism is as essential as anything else	02:08:13
18	admissions. As I'll support and just sum	02:07:12	18	that we do.	02:08:15
19	with Ms. Cohen, we want to know what's	02:07:16	19	And so I look forward to continuing	02:08:16
20	happening with monitoring admissions; and	02:07:18	20	this work not only in TJ admissions in	02:08:18
21	I do wish that part of this admissions	02:07:21	21	advanced academic programs but in all the	02:08:20
22	proposal from the superintendent included	02:07:23	22	ways that we can dismantle racism and	02:08:22
23	from the outset more about the changes in	02:07:24	23	increase access, whether to include all	02:08:25
24	the pipeline to prepare more students too	02:07:27	24	students from all walks of life who have	02:08:29
25	so that they are ready to access TJ and	02:07:30	25	the talent and desire and capabilities	02:08:31
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1	to -- to thrive in -- in their best	02:08:35	1	all having video issues tonight.	02:09:29
2	environments.	02:08:37	2	So, yes, that is correct. So by	02:09:32
3	Thank you.	02:08:38	3	going with the 1.5 percent methodology, it	02:09:35
4	CHAIRWOMAN ANDERSON: Thank you. I apologize	02:08:38	4	would preclude the regional pathways.	02:09:39
5	folks; but the hands are jumping all over	02:08:40	5	MS. SIZEMORE HEIZER: Great. Thank you.	02:09:41
6	the place; so it's not consistent with	02:08:42	6	appreciate it and that was my only	02:09:42
7	what I have here on my list.	02:08:44	7	question of how that -- And I won't	02:09:45
8	Ms. Sizemore Heizer, you're next,	02:08:46	8	re -- I agree with -- with many of the	02:09:46
9	followed by Ms. Derenak Kaufax.	02:08:48	9	things my colleagues have said tonight;	02:09:49
10	MS. SIZEMORE HEIZER: Thank you, Dr. Anderson.	02:08:53	10	and so I don't want to reiterate a lost	02:09:50
11	and I just have a quick question first	02:08:55	11	it. But I do want to give a thank you to	02:09:52
12	for staff or our legal counsel. Just to	02:08:57	12	all of the advocates who have reached out	02:09:55
13	confirm here that when we're looking at	02:08:59	13	to me and the many hours of thoughtful	02:09:57
14	this motion number 2, it -- you know, I'm	02:09:02	14	meetings I've had or sat in on and	02:09:59
15	basing it on Dr. Brabrand's presentation	02:09:05	15	listened to advocates who have a lot of	02:10:01
16	from December 7th, it no longer con --	02:09:07	16	passion and great desire to make TJ a	02:10:04
17	contains the regional pathways, but	02:09:09	17	place that is truly accessible to all of	02:10:08
18	rather a 1.5 percent per each middle	02:09:12	18	the populations who have a passion and	02:10:12
19	school.	02:09:14	19	aptitude for STEM. And so I really	02:10:14
20	So if someone could -- could confirm	02:09:14	20	appreciate all of your work, your	02:10:17
21	that for me, I would appreciate it.	02:09:16	21	advocacy; and please do know that I have	02:10:18
22	CHAIRWOMAN ANDERSON: Mr. Smith, go ahead.	02:09:20	22	listened very thoughtfully to all --	02:10:21
23	Dr. Brabrand?	02:09:22	23	everybody, done the research, read	02:10:23
24	MR. SMITH: So I -- I can share that my	02:09:25	24	hundreds of pages of documents and really	02:10:27
25	camera's not working here. I guess we're	02:09:27	25	sat and thought about what is the best	02:10:29

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1	path forward. 02:10:32	1	all of the advocacy. 02:11:32
2	And like some of my colleagues who 02:10:32	2	CHAIRWOMAN ANDERSON: Thank you. 02:11:39
3	have spoken tonight, I think the idea of 02:10:34	3	Ms. Derenak Kaufax? 02:11:42
4	having a -- a path for each middle school 02:10:36	4	MS. DERENAK KAUFAX: Sorry. I'm trying to get 02:11:44
5	for a student at each middle school to be 02:10:40	5	my camera to work, like everybody. 02:11:45
6	able, those who have the talent and 02:10:43	6	CHAIRWOMAN ANDERSON: No problem. 02:11:52
7	aptitude and passion for STEM, to be able 02:10:45	7	MS. DERENAK KAUFAX: There we go. So, first 02:11:55
8	to access TJ and then become that peer for 02:10:47	8	of all, I want to say I do not want to 02:11:57
9	other students who are following behind 02:10:51	9	destroy TJ. TJ, as I have stated at our 02:11:58
10	them I think is a fantastic option. 02:10:53	10	work session, and for many years, is 02:12:02
11	And so I will be supporting this 02:10:55	11	simply one data point that highlights the 02:12:04
12	plan tonight. Like Ms. Cohen said, we'll 02:10:58	12	fact that there is an imbalance of 02:12:06
13	continue to watch and monitor and it is 02:11:00	13	academic achievement and inequity across 02:12:08
14	important that TJ be the place where those 02:11:03	14	FCPS; and we at FCPS must take 02:12:10
15	who have that passion and aptitude for 02:11:06	15	responsibility for this imbalance. 02:12:13
16	STEM can access it from all across the 02:11:08	16	This is why on October 22nd I put 02:12:15
17	county. 02:11:10	17	forward a motion to address the many 02:12:17
18	So I thank my colleagues for 02:11:10	18	systemic issues that have impacted the 02:12:19
19	bringing this motion and I thank all of 02:11:12	19	diversity at TJ. These are issues that 02:12:21
20	the advocates. Please, all of you who 02:11:14	20	impact high ability or gifted learners 02:12:23
21	advocate, keep advocating. Find the next 02:11:16	21	and/or often leave potential in students 02:12:24
22	issue that you -- you are passionate 02:11:18	22	unidentified from very early-on. These 02:12:28
23	about, or keep on this issue; but it is 02:11:20	23	are issues such as inequities in math and 02:12:30
24	our community advocates who make us do our 02:11:22	24	science curriculum in elementary and 02:12:32
25	job as best as we can. So thank you for 02:11:25	25	middle schools, inequity in 02:12:34
	Page 124		Page 125
1	extracurricular and STEM opportunities in 02:12:35	1	before us is addressing the true systemic 02:13:25
2	elementary and middle schools. 02:12:37	2	issues that I just talked about that 02:13:28
3	Young scholars programs that are not 02:12:39	3	impact diversity at TJ. The need to 02:13:29
4	administered uniformly or with fidelity, 02:12:41	4	frontload programming. This will truly 02:13:32
5	not having advanced academic resource 02:12:43	5	make the long-term impact. 02:13:34
6	teachers in all of our elementary schools, 02:12:45	6	If I'd been able to get support, I 02:13:36
7	and not utilizing AAP curriculum in 02:12:47	7	would have postponed tonight's votes to 02:13:38
8	differentiated ways for all learners, and 02:12:49	8	look deeper and engage the community 02:13:39
9	failures after many efforts of outreach to 02:12:51	9	further on this issue. Our community is 02:13:41
10	help parents in our community understand 02:12:53	10	polarized and angry and this is never the 02:13:43
11	that advanced academic program means not 02:12:56	11	best way to move forward. But what we 02:13:46
12	elitist, but truly a form of special 02:12:58	12	have before us is the sixth change to TJ 02:13:48
13	education that is required by our state to 02:12:59	13	admissions in nine years. It is an 02:13:50
14	meet the needs of a small population who's 02:13:03	14	imperfect solution. 02:13:52
15	learning levels are remarkably different 02:13:05	15	Time will tell if it will bring 02:13:55
16	from their school-age peers. 02:13:07	16	about the changes hoped for; but until we 02:13:56
17	So what to do about TJ? A 02:13:09	17	address systemic issues, the pipeline, the 02:13:59
18	governor's school whose purpose from the 02:13:11	18	disparities, and implement accountability 02:14:01
19	Virginia Department of Education was 02:13:13	19	by region and by school, I fear that 02:14:04
20	created to give gifted students academic 02:13:15	20	student potential will still not be 02:14:07
21	and visual and performing arts 02:13:17	21	identified in the ways that we had hoped 02:14:09
22	opportunities beyond those normally 02:13:18	22	for. 02:14:12
23	available to students in their home 02:13:20	23	But is this imperfect solution the 02:14:13
24	schools. 02:13:23	24	next best step forward, is where we are 02:14:15
25	I do not believe that what we have 02:13:24	25	tonight, and I will most likely support it 02:14:18

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1	as long as we have accountability statutes	02:14:22	1	said; but I am very concerned and I'm	02:15:29
2	that are there in place.	02:14:25	2	gonna say what I've shared in multiple	02:15:31
3	I, too, thank the community that has	02:14:27	3	work sessions related to TJ.	02:15:34
4	talked to us, reached out to us. I know	02:14:31	4	I think it's shameful that this	02:15:38
5	this has been an emotional issue. And	02:14:34	5	school system has not been successful to	02:15:40
6	please know that it's not our desire, as I	02:14:37	6	date, and when you look at the	02:15:43
7	said, to destroy TJ but to open up	02:14:41	7	representation at TJ. And what's really	02:15:46
8	opportunities for those students who have	02:14:45	8	shameful about it is that selected	02:15:49
9	unidentified potential. But we can only	02:14:47	9	universities, our very best in the United	02:15:51
10	do it as a system if we do it in a way	02:14:50	10	States, have succeeded for decades to have	02:15:54
11	that addresses all the inequities that	02:14:53	11	highly-diverse, high-achieving student	02:15:57
12	exist right now, so I will be --	02:14:55	12	bodies.	02:16:00
13	(Bell ringing)		13	I have shared my decade's worth of	02:16:01
14	-- supporting this; but we must	02:14:58	14	experience as a former Georgetown	02:16:04
15	address the systemic issues; because	02:15:00	15	admissions officer, and an admissions	02:16:05
16	that's really what's gonna make the	02:15:02	16	reader for Duke. I've seen how these	02:16:08
17	difference.	02:15:04	17	universities do an amazing job of making	02:16:10
18	CHAIRWOMAN ANDERSON: Thank you, Ms. Derenak	02:15:05	18	sure that they have a highly- diverse	02:16:12
19	Kaufax.	02:15:07	19	student population and remain some of the	02:16:14
20	Ms. McLaughlin followed by	02:15:07	20	best universities in the country, because	02:16:16
21	Ms. Omeish.	02:15:08	21	it really is about providing opportunity	02:16:18
22	MS. McLAUGHLIN: Thank you. I do share the	02:15:16	22	for all, is a holistic admissions process	02:16:21
23	very serious concerns that my colleague,	02:15:20	23	that allows every child to be considered	02:16:23
24	Ms. Derenak Kaufax just outlined, so I'm	02:15:22	24	in light of their environment.	02:16:27
25	not gonna repeat the things that she	02:15:26	25	The problem is that FCPS for so	02:16:29
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1	long, from what I can certainly see did	02:16:33	1	decisions in front of us.	02:17:39
2	not consult with experts. They could have	02:16:35	2	We've got nothing here about teacher	02:17:41
3	easily solved this many years ago and	02:16:37	3	recommendations, not without the data	02:17:43
4	we're here today with all of the things	02:16:40	4	analysis that would show whether or not we	02:17:45
5	that have torn apart the community.	02:16:43	5	have concerns and how do we address being	02:17:48
6	I have no doubt that through	02:16:46	6	able to best utilize teacher	02:17:51
7	highly-skilled holistic admissions process	02:16:49	7	recommendations; but they're used every	02:17:52
8	we absolutely could see better	02:16:52	8	year by the colleges and we certainly	02:17:54
9	representation from across this county	02:16:55	9	haven't heard from our families that we	02:17:57
10	geographically alone.	02:16:58	10	need to lobby to get rid of them in the	02:17:59
11	I'm really upset that we're doing	02:17:00	11	college admissions process either.	02:18:01
12	this so quickly, that at 4:30 this	02:17:02	12	I really appreciate the fact that	02:18:04
13	afternoon, there was nothing posted -- no	02:17:06	13	our board as a body was trying to find the	02:18:06
14	motions, no amendments, no follow-ons, not	02:17:10	14	way of compromise on this main motion 2;	02:18:13
15	for me, not for the public to be able to	02:17:13	15	but before I can say --	02:18:17
16	be able to review and read. This is not	02:17:14	16	(Bell ringing)	
17	how we do the board work. This is not	02:17:17	17	-- whether or not (audio distortion	02:18:18
18	public transparency.	02:17:19	18	- unintelligible) for Dr. Brabrand, please	02:18:19
19	I have shared before that I do not	02:17:21	19	explain how the region-by-region review no	02:18:23
20	believe all the things our superintendent	02:17:24	20	longer exists and how will you be reading	02:18:27
21	led us to believe had to get made and done	02:17:25	21	these applicants then?	02:18:29
22	for this admissions cycle needed to be	02:17:28	22	CHAIRWOMAN ANDERSON: Dr. Brabrand?	02:18:34
23	done. After all of my time on the board,	02:17:32	23	DR. BRABRAND: Yeah. Thank you very much.	02:18:36
24	I believe that we -- we absolutely have to	02:17:34	24	Ms. McLaughlin. I'm gonna let Mr. Smith	02:18:37
25	be making very much the data-driven	02:17:36	25	talk about how we're gonna be doing the	02:18:40

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1	approach now with the -- with the	02:18:42	1	students in a county-wide process. Then	02:19:50
2	minimums for each school.	02:18:43	2	the superintendent said we're gonna try	02:19:53
3	Mr. Smith, can you share a little	02:18:44	3	and give better geographic diversity on a	02:19:55
4	bit more about that versus the regional	02:18:46	4	region-by-region review with pre-allotted	02:19:57
5	pathway we had outlined before?	02:18:47	5	slots per region.	02:20:00
6	MR. SMITH: Well, so based on the -- the	02:18:51	6	Now, by getting rid of, as -- as	02:20:02
7	motion before the board, we would look at	02:18:53	7	you're saying, the region-by-region	02:20:05
8	minimums for each school; and there are	02:18:58	8	pre-allotted slot, then it either goes	02:20:08
9	aspects of the process that I don't feel	02:19:02	9	back to being we're going to ensure	02:20:12
10	are appropriate to share in a public	02:19:06	10	minimums across all the middle schools and	02:20:14
11	setting because of proprietary nature of	02:19:08	11	then the rest of the students are read	02:20:17
12	the methodology, but we would be looking	02:19:11	12	how? Are they read in the way we do then	02:20:19
13	at each school and having a set number of	02:19:15	13	now, county-wide, or being read	02:20:22
14	the overall student population, that 1.5	02:19:20	14	differently? That's not a secret.	02:20:25
15	percent over -- of the overall student	02:19:22	15	That's -- The superintendent told us you	02:20:27
16	population who were eligible for TJ, they	02:19:24	16	were going to read them region by region.	02:20:30
17	would be considered for the process.	02:19:29	17	You need to tell the board what are	02:20:32
18	And I can certainly share anything	02:19:31	18	you doing. Beyond the 1.5 as the minimum	02:20:35
19	more with the board with more specifics at	02:19:33	19	are you reading them school by school or	02:20:39
20	a different time.	02:19:38	20	are you reading them region by region or	02:20:40
21	MS. McLAUGHLIN: Madame Chair, I -- Just	02:19:40	21	are you reading them county-wide as a	02:20:41
22	clarify, since my question wasn't	02:19:41	22	whole pool? We need to know that before	02:20:44
23	answered, Mr. Smith, I'm not asking for	02:19:44	23	we vote on this same motion tonight.	02:20:46
24	proprietary information. We currently	02:19:46	24	That's just the responsible thing to do.	02:20:49
25	publicly make known that we review	02:19:48	25	Otherwise the board members have no idea	02:20:50

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1	what we're actually granting the	02:20:52	1	is. And I'm trying to find the language.	02:21:48
2	superintendent to do.	02:20:55	2	The second piece regarding the	02:21:50
3	MR. SMITH: So there's been -- There's been	02:20:57	3	school-by-school approach was an	02:21:53
4	no discussion about a region by region.	02:20:58	4	amendment to the main motion. This came	02:21:55
5	We would be looking at those students	02:21:00	5	from board members. That's how that got	02:21:58
6	holistically as a system, as a school	02:21:02	6	added. But it is not part of the Power	02:22:00
7	system.	02:21:05	7	Point.	02:22:02
8	MS. McLAUGHLIN: Mr. Smith, it's in the Power	02:21:06	8	I'm not sure if this is helpful.	02:22:03
9	Point presentation; and the language of	02:21:07	9	And, Mr. Foster, if you wouldn't	02:22:04
10	this motion says we're gonna follow	02:21:09	10	mind offering some additional	02:22:06
11	what's in the Power Point presentation	02:21:11	11	clarification, that would be helpful as	02:22:08
12	for option 2, which is to read region by	02:21:13	12	well.	02:22:12
13	region with allotted slots per region.	02:21:16	13	MR. FOSTER: Well, I think Mr. Smith walked	02:22:12
14	So unless we're committing to that,	02:21:19	14	through it. You know, I'm the legal	02:22:14
15	it's not happening. It's not in the	02:21:23	15	counsel. I don't do the operations	02:22:15
16	motion and, therefore, there's nothing	02:21:25	16	piece. But I -- My key takeaway is that	02:22:17
17	that tells us how the division's going to	02:21:28	17	this will be done on a county-wide basis,	02:22:20
18	read these applications. And that's a	02:21:31	18	as Mr. Smith -- I thought I heard him	02:22:25
19	transparency piece for both the board and	02:21:34	19	describe a moment ago. And I -- I think	02:22:27
20	the public.	02:21:36	20	that's the key -- the key takeaway in	02:22:29
21	CHAIRWOMAN ANDERSON: Ms. McLaughlin	02:21:41	21	response to response to Ms. McLaughlin's	02:22:31
22	MS. McLAUGHLIN: (Overspeaking-unintelligible)		22	question.	02:22:34
23	CHAIRWOMAN ANDERSON: -- if I may offer	02:21:42	23	CHAIRWOMAN ANDERSON: Thank you.	02:22:35
24	that -- that second piece -- and this may	02:21:44	24	Ms. McLaughlin, I'm happy to put you	02:22:35
25	not be helpful, but I'm hoping that it	02:21:46	25	in a go-back; but I do know your time	02:22:37

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1	expired, and we have a couple more	02:22:39	1	MS. OMEISH: Right.	02:23:28
2	speakers.	02:22:41	2	CHAIRWOMAN ANDERSON: Mr. Smith -- I'm sorry	02:23:29
3	MS. McLAUGHLIN: (Overspeaking-unintelligible)		3	MS. OMEISH: I think we're good now. I think	02:23:31
4	CHAIRWOMAN ANDERSON: Would you like for me to	02:22:41	4	we're good now. Okay.	02:23:35
5	do that?	02:22:42	5	CHAIRWOMAN ANDERSON: Okay.	02:23:38
6	MS. McLAUGHLIN: My -- Yes. Thank you. My	02:22:44	6	MS. OMEISH: Sorry. I just want to make sure	02:23:38
7	questions are salient and they're not --	02:22:45	7	that that's something that is said and	02:23:39
8	they're not clearly answered. Thank you.	02:22:46	8	recognized by all of us.	02:23:41
9	CHAIRWOMAN ANDERSON: Of course.	02:22:49	9	I -- I -- I also am careful here.	02:23:44
10	Ms. Omeish, go ahead, followed by	02:22:50	10	I will support this for -- you know, with	02:23:47
11	Ms. Keys-Gamarra.	02:22:52	11	the understanding that we're moving	02:23:49
12	MS. OMEISH: Thanks. And -- and I thank you	02:22:55	12	forward here with a number of amendments	02:23:51
13	to my colleagues for indulging me here.	02:22:57	13	and options as to how to make this better.	02:23:53
14	I know, you know, I spoke a little bit	02:22:59	14	My fear is, you know, we move away from --	02:23:56
15	earlier to a different piece.	02:23:01	15	we've already moved away from the -- the	02:23:59
16	But I do want to start off by	02:23:02	16	quantitative test, for lack of a better	02:24:01
17	thanking Ms. Pekarsky and Ms. Tholen for	02:23:04	17	way of articulating it, let's say the	02:24:03
18	the hard work they did put into this. It	02:23:06	18	standardized test; but we are now facing a	02:24:06
19	was not, you know, without many	02:23:09	19	quasi test of a different form; and unless	02:24:09
20	conversations and back-and-forth and	02:23:10	20	we're intentional with additional pieces,	02:24:13
21	trying to bring folks together. And that,	02:23:13	21	I worry about finding ourselves in the	02:24:16
22	I -- I just -- I want to publicly	02:23:15	22	same place as was tried years ago.	02:24:18
23	recognize that and acknowledge...	02:23:18	23	I -- I am, you know, particularly	02:24:22
24	MR. SMITH: She wants to know how we're going	02:23:24	24	appreciative of the 1.5 piece that's here;	02:24:23
25	to -- how we're going to place students.	02:23:25	25	and I look forward to seeing the -- the	02:24:26
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1	additional motions that will bring us	02:24:27	1	have, let alone have the community on the	02:25:25
2	along further.	02:24:29	2	same page about. Right?	02:25:28
3	At the end of the day, I know folks	02:24:31	3	Like what is the role of TJ? Is it	02:25:29
4	have shared, you know, their personal	02:24:33	4	a place of opportunity? Is it an	02:25:31
5	experiences with TJ and -- and these kinds	02:24:36	5	incubator for STEM talent? These are	02:25:33
6	of institutions or these programs, and I	02:24:37	6	questions that remain in a conversation	02:25:35
7	haven't shared before with my colleagues	02:24:41	7	that needs to be resolved.	02:25:37
8	or with the public that these things are	02:24:44	8	What is hard work? What does it	02:25:39
9	personal to me, too; right? I mean, I --	02:24:47	9	mean to earn something or be deserving of	02:25:40
10	I'm some -- I'm one of those kid. I'm	02:24:49	10	an opportunity? And where does that fit	02:25:43
11	one of those students whose parents	02:24:51	11	and fit with our societal realities?	02:25:46
12	expected no less than 100 percent on every	02:24:52	12	Whose role is it to address systemic	02:25:49
13	assignment ever; and, you know, ended up	02:24:54	13	injustices that we know are a factor of	02:25:51
14	my siblings and I, in competitive places.	02:24:58	14	our realities? Is that -- To what extent	02:25:55
15	And it's because of that, and it's because	02:25:02	15	is our school board responsible for making	02:25:58
16	of what I saw of disparity as I, you know,	02:25:04	16	decisions that attempt to correct or	02:26:01
17	got lucky in these opportunities that I'm	02:25:08	17	address or modify different pieces of	02:26:03
18	so passionate about wanting to make sure	02:25:09	18	what's going on out there?	02:26:06
19	this was accessible for students.	02:25:11	19	So -- And finally --	02:26:08
20	At the end of the day, in trying to	02:25:13	20	(Bell ringing)	
21	bring us together and in the spirit of	02:25:15	21	MS. OMEISH: -- what does it mean "gifted"	02:26:09
22	what Ms. Pekarsky and Ms. Tholen brought	02:25:16	22	So I leave -- you know, I want to	02:26:12
23	this forward to do, there are	02:25:18	23	conclude by saying there are a number of	02:26:13
24	philosophical questions here that make	02:25:21	24	philosophical questions that -- that	02:26:14
25	this a very difficult conversation to	02:25:24	25	bring us here; and I hope our community	02:26:15

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1	isn't entirely dismayed, because I think	02:26:17	1	have these percentages that will come from	02:27:38
2	we can work through with some of the	02:26:20	2	every middle school, but I think it's	02:27:41
3	motions that are coming forward.	02:26:21	3	telling we're talking about 1.5 percent;	02:27:45
4	CHAIRWOMAN ANDERSON: Thank you, Ms. Omeish	02:26:23	4	because that tells the public that we have	02:27:48
5	Ms. Keys-Gamarra?	02:26:26	5	middle schools where we didn't even have	02:27:51
6	MS. KEYS-GAMARRA: Yes. I'm happy to follow	02:26:31	6	1.5 percent; and that was happening while	02:27:54
7	my colleague because I do think that this	02:26:32	7	we were applying a holistic evaluation for	02:27:58
8	is an extremely -- It's very difficult	02:26:37	8	TJ.	
9	for us to come to the same place. And I	02:26:40	9	So I -- You know, I understand.	02:28:07
10	have a problem -- I -- Every time I	02:26:44	10	I -- And I get it. But just for my	02:28:09
11	hear the phrase "holistic," it reminds me	02:26:46	11	colleagues, those words, "holistic,"	02:28:13
12	of all those things that look as though	02:26:50	12	"merit," don't mean a lot for certain	02:28:16
13	we're evaluating people based on their	02:26:53	13	communities. It doesn't mean that	02:28:19
14	merits but that they also provide places	02:26:56	14	something positive is happening, because	02:28:23
15	where racism can hide.	02:27:01	15	those are the very things that have been	02:28:25
16	If we examine what we have done with	02:27:04	16	used to keep out people from	02:28:29
17	TJ over the years in trying to achieve	02:27:06	17	underrepresented groups.	02:28:31
18	progress and trying to improve diversity,	02:27:10	18	And as my son said, it's as if	02:28:33
19	it has always been under the name of	02:27:14	19	people think these people haven't been	02:28:36
20	holistic.	02:27:16	20	working hard, when in fact they are.	02:28:38
21	And so I appreciate my colleagues	02:27:17	21	The second thing I want to say is I	02:28:41
22	trying to get here in a way that was	02:27:21	22	just saw a -- an advertisement for one of	02:28:43
23	comfortable for their conscience, but I	02:27:25	23	these schools that helps kids get ready	02:28:47
24	must advocate that we keep pressing.	02:27:29	24	for TJ and they -- they said in their	02:28:50
25	And -- and so I am glad to see that we	02:27:33	25	advertisement "they're ready for the	02:28:53
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1	changes that FCPS is making."	02:28:55	1	and that is just not true. It is the lack	02:30:04
2	So we have to be super-super	02:28:58	2	of opportunity that has stopped or	02:30:06
3	diligent; and I just want to encourage my	02:29:00	3	prevented the children from our schools in	02:30:10
4	colleagues to please say diligent because	02:29:04	4	Mason District to have access to TJ.	02:30:13
5	we cannot afford to even slip back even	02:29:07	5	You know, I am dismayed by some of	02:30:16
6	unconsciously back into business as usual.	02:29:10	6	the inferences regarding why some	02:30:19
7	Thank you.	02:29:14	7	communities have access to TJ and why some	02:30:22
8	CHAIRWOMAN ANDERSON: Thank you,	02:29:17	8	communities do not. But what it is not is	02:30:25
9	Ms. Keys-Gamarra.	02:29:18	9	the fault of the children. We have not	02:30:28
10	I will very briefly -- I will very,	02:29:19	10	removed enough barriers.	02:30:30
11	very briefly take my turn in this matter.	02:29:22	11	As I shared earlier, the school	02:30:32
12	Clearly as someone who seconded the	02:29:25	12	board moved on increasing TJ capacity.	02:30:34
13	motion for the previous option, I -- I	02:29:28	13	The school board moved on removing the	02:30:37
14	will not be support of this -- I will not	02:29:31	14	application test. It moved on removing on	02:30:39
15	be in support of this proposal for the	02:29:33	15	the fee. While these things are	02:30:43
16	very many reasons that Ms. Keys-Gamarra	02:29:36	16	important, they are insufficient; and I	02:30:45
17	and Ms. Omeish have stated.	02:29:38	17	find that to be the case with this motion	02:30:48
18	1.5, I don't believe, is aggressive	02:29:42	18	as well.	02:30:51
19	enough to counter some of the	02:29:44	19	Now we will have go-backs.	02:30:53
20	overrepresentation that exists with our	02:29:46	20	Ms. McLaughlin, you have a	02:30:55
21	current system. As someone who represents	02:29:49	21	two-minute go-back. Go ahead.	02:30:57
22	an area where very few of our kids are	02:29:51	22	MS. McLAUGHLIN: Thank you. Yes, as I was	02:31:09
23	identified for TJ admissions, the message	02:29:55	23	trying to get clarity from Dr. Brabrand	02:31:11
24	that it sends is clear, that our kids are	02:29:58	24	and Mr. Smith, I just want to reiterate,	02:31:14
25	not ready, that our kids are not there;	02:30:01	25	we know that this motion, in a very good	02:31:18

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1	way, is looking to make sure we have	02:31:21	1	community, even those who are concerned	02:32:28
2	greater geographic diversity in our	02:31:23	2	about how we were addressing academic	02:32:32
3	county across all of our middle schools;	02:31:26	3	merit and achievement in the school -- in	02:32:36
4	but for the remaining slots that are not	02:31:30	4	the selection process, I heard	02:32:38
5	apportioned to each of these middle	02:31:33	5	universally a desire that we would like	02:32:40
6	schools, how then are they done?	02:31:34	6	to have TJ more reflective of our	02:32:42
7	Because, again, according to option 2 on	02:31:38	7	community and to have more geographic	02:32:45
8	how the superintendent lays it out and	02:31:41	8	representation of students who are with	02:32:48
9	how this motion language states it, that	02:31:43	9	backgrounds of poverty that are not	02:32:53
10	we're gonna follow his hybrid holistic --	02:31:46	10	represented there, ELL, special ed, all	02:32:54
11	or, sorry, his holistic option, that	02:31:48	11	of it.	02:32:57
12	required the region-by- region	02:31:51	12	And so I -- I -- My -- My	02:32:57
13	pre-apportioned slots.	02:31:57	13	greatest reservation is somewhat to what	02:33:02
14	So is this going to be now a	02:31:59	14	Ms. Keys-Gamarra said. We did have	02:33:04
15	county-wide pool for the remaining seats?	02:32:02	15	holistic admissions in place and I -- I	02:33:07
16	That has not been --	02:32:06	16	have seen holistic admissions work	02:33:09
17	SUPERINTENDANT BRABRAND: Yes. The answer is	02:32:08	17	extremely successfully at the college	02:33:12
18	yes. That's correct.	02:32:09	18	level. I don't know what happened with	02:33:14
19	MR. SMITH: Yes, it will be a county-wide	02:32:11	19	our implementation efforts with FCPS's	02:33:16
20	pool. The -- the 1.5 addresses the --	02:32:13	20	admissions process; but it wasn't working	02:33:19
21	the regional approach and the remaining	02:32:16	21	So this is a step forward. I -- I	02:33:24
22	students would be holistically reviewed	02:32:18	22	do want to apologize to the public. I	02:33:27
23	as a county.	02:32:22	23	don't think this is at all appropriate	02:33:29
24	MS. McLAUGHLIN: Okay. I mean, I -- I think	02:32:24	24	that things were not posted, even for	02:33:31
25	that with that question, listening to our	02:32:26	25	board members to see until 4:30 this	02:33:34
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1	afternoon; and that's what's giving me	02:33:37	1	getting an admission to TJ is about 1 in	02:34:35
2	pause about supporting this.	02:33:39	2	456 from Whitman -- or 1 in 476,	02:34:39
3	I like to be able to review things.	02:33:40	3	immediately next year you would have 7	02:34:44
4	I like to be able to vet things and I like	02:33:42	4	children admitted from Whitman.	02:34:46
5	to be able to be informed when I make a	02:33:45	5	South County Middle School would	02:34:49
6	decision; and this is -- this has been	02:33:49	6	have an increase, would be doubling their	02:34:51
7	uncomfortable.	02:33:51	7	representation from South County.	02:34:54
8	I do want to thank Ms. Pekarsky --	02:33:51	8	Hayfield would be improving their	02:34:57
9	(Bell ringing)		9	representation by something like 7-fold.	02:34:59
10	MS. McLAUGHLIN: -- and Ms. Tholen for their	02:33:53	10	And in the Mason District, you have	02:35:04
11	hard work, but there's just been way too	02:33:55	11	Poe, which has been significantly	02:35:07
12	much change happening and so I -- I'm --	02:33:58	12	underrepresented. They would immediately	02:35:09
13	I'm torn.	02:34:02	13	have 5 students admitted.	02:35:11
14	Thank you.	02:34:03	14	And at Holmes, where they have	02:35:13
15	CHAIRWOMAN ANDERSON: Thank you.	02:34:04	15	one -- actually zero, they would	02:35:17
16	And now Ms. Corbett Sanders, and	02:34:05	16	immediately have 5 students, based on	02:35:18
17	she's the last speaker. I will call for	02:34:08	17	their population.	02:35:21
18	the vote.	02:34:10	18	And so this is a significant change	02:35:22
19	MS. CORBETT SANDERS: Thank you. I just	02:34:12	19	in our approach, and it is one that I	02:35:26
20	wanted to clarify for people so they got	02:34:13	20	encourage my -- my colleagues to please	02:35:28
21	an understanding. In the Mount Vernon	02:34:16	21	support ensuring that we do have this	02:35:31
22	region immediately, we would end up with	02:34:19	22	greater diversity coming into TJ	02:35:34
23	12 seats coming from Sandburg. We	02:34:23	23	immediately next year.	02:35:37
24	would -- Where we have no seats today at	02:34:28	24	Thank you.	02:35:39
25	Whitman and the current probability of	02:34:32	25	CHAIRWOMAN ANDERSON: Thank you.	02:35:40

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1	Ms. Keys-Gamarra, did you want a	02:35:41	1	allowing this to get away from us any	02:36:42
2	go-back or was your hand up from before?	02:35:43	2	more.	02:36:45
3	MS. KEYS-GAMARRA: Just very, very quickly	02:35:46	3	Thank you.	02:36:46
4	CHAIRWOMAN ANDERSON: Go ahead.	02:35:49	4	CHAIRWOMAN ANDERSON: Thank you. Ms. Tholen	02:36:47
5	MS. KEYS-GAMARRA: I -- Yes. I -- I	02:35:50	5	did you like -- would you like a go-back?	02:36:50
6	understand -- and thank you for that,	02:35:52	6	(No response.)	
7	Ms. Corbett Sanders.	02:35:54	7	Thank you.	02:36:58
8	I understand that 1.5 percent is	02:35:55	8	Ms. Mc -- I'm sorry. Ms. Tholen,	02:36:58
9	more than we have now. But I think it's a	02:35:58	9	are you wanting to speak or not? I'm --	02:37:01
10	shame that we're starting at this point.	02:36:00	10	Your hand keeps going up and down. Please	02:37:04
11	And so I just -- You know, there was an	02:36:03	11	confirm.	02:37:07
12	old -- Something is better than nothing.	02:36:05	12	MS. THOLEN: I'm sorry. Too many buttons.	02:37:08
13	Certainly, it's a move forward.	02:36:08	13	I would like to speak if I can.	02:37:11
14	I urge my colleagues to please look	02:36:10	14	CHAIRWOMAN ANDERSON: Go ahead.	02:37:13
15	at these additional follow-ons so that we	02:36:12	15	MS. THOLEN: I just wanted to clarify that	02:37:13
16	can make sure that we remain diligent.	02:36:15	16	the -- Can you hear me okay?	02:37:16
17	For us to be talking about 1.5	02:36:18	17	CHAIRWOMAN ANDERSON: Yes. Please go ahead.	02:37:20
18	percent as an improvement at this point,	02:36:20	18	MS. THOLEN: My computer just...	02:37:24
19	you know, is -- is just not where I, as a	02:36:23	19	I just wanted to clarify that the	02:37:25
20	board member, want it to be.	02:36:26	20	1.5 is a minimum number for each middle	02:37:27
21	And so I urge us to not only support	02:36:28	21	school; so it is possible that the -- you	02:37:30
22	this but to con -- to support the	02:36:31	22	know, any particular middle school would	02:37:34
23	additional amendments and follow-ons so	02:36:32	23	have more than that medium -- or, I'm	02:37:36
24	that we can make sure that we are laser	02:36:35	24	sorry, the minimum number.	02:37:38
25	focused and not being distracted and	02:36:38	25	Also, the 1.5 percent is, if you add	02:37:41
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1	it all together, across all the middle	02:37:47	1	in our outreach processes. But it also	02:38:49
2	schools, it comes up to more than a half	02:37:48	2	allows schools like Cooper and Longfellow	02:38:52
3	of -- it's like .55 of the total number of	02:37:51	3	to send students as well.	02:38:55
4	seats that we would approximate for	02:37:55	4	So I just wanted to clarify some of	02:38:58
5	Fairfax County.	02:37:57	5	those points.	02:39:03
6	If we went even to 2 percent and we	02:37:58	6	CHAIRWOMAN ANDERSON: Thank you very much.	02:39:05
7	applied this process across all of the	02:38:01	7	Ms. Tholen.	02:39:06
8	middle schools in all the jurisdictions	02:38:04	8	Ms. McLaughlin, was your hand up	02:39:07
9	that are -- would have students attending,	02:38:06	9	again or was just that up -- was it up	02:39:09
10	we would be over the capacity of the	02:38:09	10	from before?	02:39:11
11	school.	02:38:12	11	MS. McLAUGHLIN: No, I had it up because I	02:39:13
12	So, although 1.5 seems like a very	02:38:14	12	have a question about how we determine	02:39:15
13	small number, it really is in fact not	02:38:15	13	which pool a student is in based on their	02:39:19
14	such a small number; but I do completely	02:38:18	14	middle school.	02:39:22
15	agree with my colleague, Ms. Keys-Gamarra	02:38:22	15	CHAIRWOMAN ANDERSON: Okay. Go ahead.	02:39:25
16	This is just the beginning. And, you	02:38:25	16	MS. McLAUGHLIN: Thank you.	02:39:27
17	know, one of the reasons I'm so excited	02:38:28	17	CHAIRWOMAN ANDERSON: And then after	02:39:27
18	about this is because, you know, looking	02:38:29	18	Ms. McLaughlin's questions, we will -- I	02:39:28
19	at it from a perspective of, you know, a	02:38:31	19	will call for the vote.	02:39:30
20	Herndon Middle School, for example, in	02:38:34	20	MS. McLAUGHLIN: So, again, maybe Mr. Smith	02:39:33
21	Jamesville, you know, now we are really	02:38:36	21	can answer this question. In terms of	02:39:34
22	incentivizing, you know, staff and people	02:38:38	22	when we talk about these middle schools,	02:39:38
23	in that school to get -- to find the	02:38:41	23	are the students being reviewed and	02:39:41
24	students that will really do well at TJ	02:38:44	24	identified based on the middle school	02:39:44
25	and then to keep moving forward in the --	02:38:47	25	that they attend versus what their base	02:39:46

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1	school is? And -- And the reason I ask	02:39:49	1	process, the T -- the admissions process	02:41:09
2	is because when we're dealing with AAP	02:39:51	2	for TJ High School using the holistic	02:41:11
3	centers, I'm trying to get an	02:39:54	3	review process outlined on pages 10, 11	02:41:14
4	understanding of how -- how a student	02:39:56	4	and 12 of the superintendent's	02:41:17
5	gets designated in the review process.	02:40:01	5	presentation to the board on December 7.	02:41:18
6	MR. SMITH: Certainly. We're looking at those	02:40:04	6	The superintendent's holistic	02:41:21
7	students by attending school.	02:40:06	7	process must be modified to establish that	02:41:23
8	MS. McLAUGHLIN: Okay. So -- So, again,	02:40:09	8	as part of the review process, the top 1.5	02:41:25
9	it -- Even if a student has left their	02:40:11	9	of the 8th grade class at each public	02:41:28
10	neighborhood middle school to attend an	02:40:13	10	middle school who meets the minimum	02:41:30
11	AAP center, that -- it's the center that	02:40:15	11	standards base on GPA and core classes,	02:41:33
12	becomes their designated middle school	02:40:18	12	student portrait sheet, problem-solving	02:41:36
13	for the review process.	02:40:20	13	essay, and experience factors will be	02:41:39
14	MR. SMITH: Exactly.	02:40:23	14	eligible for admission.	02:41:41
15	MS. McLAUGHLIN: Okay. Thank you.	02:40:24	15	All in favor?	02:41:42
16	CHAIRWOMAN ANDERSON: Thank you. As this	02:40:26	16	We have Ms. Corbett Sanders,	02:41:48
17	As Ms. McLaughlin is our last speaker, I	02:40:28	17	Ms. Meren, Ms. Keys-Gamarra, Ms. Cohen,	02:41:50
18	will now call for the vote on the motion	02:40:30	18	Ms. Pekarsky, Ms. Sizemore Heizer,	02:41:54
19	before us, which is: I move to require	02:40:33	19	Ms. Tholen, Ms. Omeish, Ms. Derenak	02:41:57
20	that the -- I'm so sorry. I've lost my	02:40:42	20	Kaufax, Mr. Frisch.	02:42:00
21	document here. Please give me a minute.	02:40:45	21	Thank you. Please lower your hands.	02:42:04
22	Okay, folks. I apologize. This language	02:40:59	22	All against?	02:42:10
23	is off here.	02:41:01	23	We have myself.	02:42:14
24	...which is that I move to direct	02:41:05	24	Those who are abstaining?	02:42:17
25	the superintendent to revise the TJ	02:41:06	25	We have Ms. McLaughlin.	02:42:20
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1	The motion carries.	02:42:21	1	this plan. I know, you know, I sent it to	02:43:19
2	At this time I call on Ms. Omeish	02:42:26	2	my colleagues about a month ago. I've had	02:43:21
3	for a motion.	02:42:35	3	many discussions with folks.	02:43:23
4	MS. OMEISH: All right. Madame Chair, I move	02:42:39	4	To just make this simple, we're	02:43:25
5	to require that the test, the essay and	02:42:41	5	saying that instead of having students	02:43:28
6	the student information sheet, be	02:42:43	6	sign up for this test and go to a location	02:43:30
7	administered locally at each middle	02:42:44	7	they're unfamiliar with, we would like our	02:43:33
8	school to all eligible students, those	02:42:46	8	staff to work towards understand -- You	02:43:35
9	who meet the 3.5 GPA and Algebra I	02:42:49	9	know, the compromise here not being this	02:43:38
10	requirements and to provide the	02:42:50	10	year, understanding the logistical needs	02:43:40
11	opportunity to opt out of taking the	02:42:52	11	to get us here, but to have all students	02:43:42
12	test, should they so choose by the	02:42:53	12	who qualify for the initial threshold who	02:43:45
13	admissions cycle for the class of 2026,	02:42:55	13	exhibit the potential and aptitude and	02:43:48
14	meaning next year. To opt out would be	02:42:58	14	capability to then have the opportunity to	02:43:51
15	to eliminate oneself from consideration	02:43:00	15	take this test; and that it would be done	02:43:55
16	for TJ.	02:43:04	16	at their local middle school, a place	02:43:56
17	CHAIRWOMAN ANDERSON: Thank you.	02:43:04	17	they're familiar with, to avoid	02:43:58
18	A second?	02:43:05	18	essentially the active barriers that we	02:44:00
19	Ms. Cohen, thank you.	02:43:07	19	all know are implementation challenges of	02:44:02
20	Ms. Omeish, would you like to speak	02:43:08	20	ensuring everyone knows things are	02:44:04
21	to your motion?	02:43:09	21	inaccessible, languages that, you know,	02:44:07
22	MS. OMEISH: Yes. Thank you.	02:43:11	22	that a parent sees that letter or that	02:44:09
23	This is an extremely important piece	02:43:12	23	they receive it and understand what it's	02:44:11
24	to ensuring the success or, you know,	02:43:14	24	about, and that students have a more -- a	02:44:13
25	achieving the goals of what we seek from	02:43:17	25	more proper way of being informed about TJ	02:44:16

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1	and what it has to offer, with, of course,	02:44:18	1	follow-on motions, because what this does	02:45:12
2	a chance to opt out if they would like.	02:44:20	2	is it puts into action what we've been	02:45:16
3	CHAIRWOMAN ANDERSON: Thank you very much.	02:44:24	3	talking about, about access to	02:45:18
4	Ms. Cohen, would you like to speak	02:44:25	4	opportunities and opportunities for every	02:45:21
5	to your second?	02:44:26	5	child who has demonstrated capabilities	02:45:27
6	MS. COHEN: Yeah. I just think if we keep	02:44:29	6	in the courses they've taken and the --	02:45:30
7	talking about expanding opportunity and	02:44:30	7	It makes it easy because they get to try	02:45:34
8	eliminating barriers, what better way	02:44:33	8	and they get to be part of the solution,	02:45:38
9	than to have kids be able to take the --	02:44:36	9	which is to go -- If they want to, they	02:45:42
10	do the student information sheet and the	02:44:39	10	get to go to TJ based on being able to	02:45:45
11	problem-solving essay at their home base	02:44:41	11	start their local school and participate	02:45:48
12	and -- and not have to rely on scheduling	02:44:45	12	in this process. So we are eliminating a	02:45:51
13	transportation, all of that good stuff.	02:44:48	13	barrier and creating opportunities.	02:45:53
14	So I -- I'm grateful to Ms. Omeish	02:44:52	14	Thank you, Ms. Omeish, for your	02:45:56
15	for bringing this up, and I support it 100	02:44:53	15	leadership in this area.	02:45:57
16	percent.	02:44:57	16	CHAIRWOMAN ANDERSON: Ms. Keys-Gamarr	02:46:01
17	CHAIRWOMAN ANDERSON: Thank you.	02:44:58	17	MS. KEYS-GAMARRA: Yes. I -- I just would	02:46:04
18	Other school board members wishing	02:44:58	18	like some clarification. And I'm sorry.	02:46:05
19	to speak to this motion?	02:45:00	19	I apologize to Ms. Omeish. I have not	02:46:07
20	Ms. Corbett Sanders?	02:45:01	20	been able to talk with her today, and we	02:46:10
21	MS. CORBETT SANDERS: Yes. I want to thank	02:45:03	21	can chat about that later, but -- So	02:46:12
22	Ms. Omeish for this motion. We've been	02:45:04	22	can -- can I just clarify? I'm sorry.	02:46:18
23	speaking -- talking about it for several	02:45:07	23	Because I really want to support this.	02:46:20
24	weeks; and I think this is one of my	02:45:08	24	It's --	02:46:22
25	favorite parts of this evening's	02:45:10	25	CHAIRWOMAN ANDERSON: No. Go ahead.	02:46:23
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1	MS. KEYS-GAMARRA: -- it seems as if -- I	02:46:24	1	MS. KEYS-GAMARRA: It was a very busy week.	02:47:06
2	think you're saying that kids would be	02:46:26	2	MS. OMEISH: Yes.	02:47:07
3	able to do all -- meet all the	02:46:29	3	MS. KEYS-GAMARRA: I was fighting for the	02:47:07
4	requirements at their local school;	02:46:31	4	children all day. I was fighting for the	02:47:09
5	right? Fill out the forms -- I'm asking	02:46:34	5	children.	02:47:11
6	Ms. Omeish -- fill out the forms,	02:46:36	6	MS. OMEISH: I believe it. I believe it.	02:47:11
7	etcetera. But how -- I'm unclear as to	02:46:38	7	So just to clarify here, the -- The	02:47:13
8	how that's a opt-out as opposed to an	02:46:42	8	challenges with our outreach plan, we're	02:47:16
9	opt-in.	02:46:45	9	sending out a letter to folks to tell them	02:47:18
10	I guess that's where my -- I am	02:46:45	10	that this is an opportunity for them.	02:47:20
11	confused about that. I'm -- I apologize.	02:46:47	11	Right? Instead, I would like for us to	02:47:21
12	CHAIRWOMAN ANDERSON: Ms. Omeish --	02:46:52	12	see that students are -- essentially, you	02:47:25
13	MS. OMEISH: So as a --	02:46:52	13	know, that there's that day when they're	02:47:29
14	CHAIRWOMAN ANDERSON: -- would you like to	02:46:53	14	gonna be -- they have the opportunity to	02:47:32
15	speak?	02:46:55	15	take this test. And so -- And -- And	02:47:33
16	MS. OMEISH: Yeah. Thanks for that, and	02:46:55	16	they are welcome to opt out, again, if	02:47:35
17	thanks for recognizing me.	02:46:56	17	this is not something they would like.	02:47:37
18	Ms. Keys-Gamarr, I do remember us	02:46:57	18	But that's the difference here.	02:47:38
19	chatting about this a little bit in trying	02:46:59	19	Rather than counting on them to -- or	02:47:40
20	to solicit your support.	02:47:01	20	their parents, really, on their parents	02:47:42
21	MS. KEYS-GAMARRA: We did.	02:47:02	21	receiving this letter and understanding,	02:47:44
22	MS. OMEISH: We fought.	02:47:02	22	you know, the -- the opportunity that TJ	02:47:47
23	MS. KEYS-GAMARRA: I still didn't get it. I'm	02:47:03	23	is, knowing the challenges that parents	02:47:49
24	sorry.	02:47:04	24	have in this county and the disparities	02:47:51
25	MS. OMEISH: No worries at all.	02:47:05	25	that are out there, we are already giving	02:47:53

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1	them that shot and allowing them to opt	02:47:55	1	Dr. Brabrand or Mr. Smith is: What's the	02:48:54
2	out if they don't want to.	02:47:57	2	budgetary implication of doing this in	02:48:57
3	MS. KEYS-GAMARRA: So you mean like the way w	02:47:59	3	terms of the cost to provide this service	02:49:00
4	make our PSAT tests available in high	02:48:02	4	and the staffing to stand this up? Do we	02:49:02
5	schools, you want whatever requirements	02:48:04	5	have any idea of projections of how many	02:49:05
6	that would necessarily be a part of	02:48:08	6	take advantage of this?	02:49:09
7	getting into TJ to be done at the local	02:48:10	7	MS. OMEISH: So I've totally done my homework	02:49:10
8	school. Is that what you're saying?	02:48:13	8	and, you know, staff can correct me if I	02:49:12
9	MS. OMEISH: The idea -- It's -- It's closer	02:48:15	9	say anything wrong. But essentially, as	02:49:14
10	to the AAP, really, the way we do AAP,	02:48:17	10	I understand it, right now, in the way	02:49:18
11	where it's kind of a -- You know, you	02:48:20	11	we've been doing this, we require	02:49:20
12	have it -- There's universal screeners	02:48:22	12	screeners for about 1,000 students, based	02:49:22
13	there; right? But here it's limited to	02:48:25	13	on how many semifinalists we have. With	02:49:24
14	students who are eligible.	02:48:27	14	this new process that we have just voted	02:49:27
15	MS. KEYS-GAMARRA: Uh-huh. Okay. Okay.	02:48:30	15	in, we're gonna end up having about 3,000	02:49:29
16	MS. OMEISH: So it will be in align -- in a	02:48:32	16	students that need to be -- that need	02:49:33
17	better alignment with that program.	02:48:33	17	screeners to review essays, etcetera.	02:49:36
18	MS. KEYS-GAMARRA: Okay. All right. Thank	02:48:36	18	Okay? So that's an increase of about	02:49:38
19	you.	02:48:37	19	2,000.	02:49:40
20	CHAIRWOMAN ANDERSON: Thank you.	02:48:38	20	If we're looking at evaluating all	02:49:40
21	Ms. Meren?	02:48:42	21	our students, which is a critical	02:49:42
22	MS. MEREN: Thanks.	02:48:45	22	component even for that 1.5 percent, to	02:49:44
23	Ms. Omeish, I too want to support	02:48:47	23	make sure we really identify those kids	02:49:46
24	this and increasing the access.	02:48:49	24	who have the talent and the STEM	02:49:48
25	My question for you and perhaps	02:48:52	25	potential; but, anyway, so we're looking	02:49:50
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1	at about 4,000 total FCPS students; and if	02:49:53	1	there are logistical issues for us to	02:50:50
2	we're gonna account for everyone else --	02:49:57	2	consider, as we think about providing the	02:50:53
3	private schools, external, you know,	02:49:59	3	different components of the process for	02:50:57
4	outside schools -- the estimation, I think	02:50:00	4	students across the county equitably.	02:50:59
5	it's a little bit of a stretch, but I'll	02:50:03	5	We normally do this in a -- in a	02:51:04
6	give it to Mr. Shughart, it's about 5,000.	02:50:05	6	confined environment now, so that for test	02:51:06
7	Okay? So that's an additional 2,000 or	02:50:08	7	security and specifically for security	02:51:09
8	so.	02:50:10	8	around the problem- solving essay. And so	02:51:13
9	But the idea here, because it's --	02:50:11	9	there are certainly logistical issues for	02:51:16
10	it's a very difficult thing for staff to	02:50:13	10	us to -- to work through; and the	02:51:18
11	accomplish and do all 4,000, we're saying	02:50:15	11	additional need for readers as part of the	02:51:21
12	All right. This year, we'll increase the	02:50:17	12	process would be another consideration for	02:51:24
13	2,000, based on our plan and the following	02:50:19	13	us. But, again, having time to -- to work	02:51:27
14	year we capture everybody by doing the	02:50:21	14	with our middle schools, work with our	02:51:31
15	additional 2,000. With the consideration	02:50:24	15	staff to consider what some of these other	02:51:33
16	from the budget perspective of all the	02:50:26	16	issues might be, we'd have to take some	02:51:35
17	expenses of proctoring the test and the	02:50:29	17	time to look at that.	02:51:37
18	cost of the test itself, which used to be	02:50:31	18	CHAIRWOMAN ANDERSON: Thank you, Mr. Smith	02:51:41
19	an expense that we had, so that we no	02:50:35	19	MR. SMITH: Yes.	02:51:43
20	longer will be having.	02:50:38	20	CHAIRWOMAN ANDERSON: Ms. Meren?	02:51:43
21	So that's part of the thinking	02:50:40	21	MS. MEREN: Yeah. Thank you. You know, I see	02:51:44
22	around this. And, of course, I leave the	02:50:42	22	this -- this follow-on motion as being	02:51:47
23	room for staff to step in here if they	02:50:44	23	two things. One is providing the	02:51:50
24	want to contribute anything else.	02:50:46	24	opportunity to take the test locally and	02:51:53
25	MR. SMITH: So I would certainly add that	02:50:49	25	providing the opportunity to opt out. So	02:51:56

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1	to me, those put forth two new scenarios	02:51:58	1	you're moving to require that the test be	02:53:01
2	that I'm not totally clear on the budget	02:52:02	2	local and that opt out should be what is	02:53:05
3	implications and the operational ones.	02:52:04	3	forward -- fostered.	02:53:11
4	So if we require that the test be	02:52:06	4	I could agree with looking into what	02:53:12
5	administered at all of our middle schools	02:52:09	5	it would take to stand all this up; but I	02:53:15
6	that's -- that's a big thing; and I wonder	02:52:12	6	think moving to require that we are now	02:53:18
7	why perhaps another option wouldn't have	02:52:14	7	administering the tests exponentially all	02:53:21
8	been to provide transportation to all	02:52:16	8	over the division and also adding the	02:53:24
9	students if that's an issue.	02:52:19	9	burden of doing the opt-out process, while	02:53:27
10	I mean, I understand what you're	02:52:20	10	I think that all -- You know, it's all	02:53:31
11	saying about them taking it in their -- in	02:52:22	11	good things to think about; I just think	02:53:33
12	their own environment; but, you know, we	02:52:23	12	logistically it's unclear what -- if we	02:53:35
13	could figure that out, too. But I'm	02:52:27	13	have the staffing to do this.	02:53:38
14	wondering, you know, is it cheaper to	02:52:29	14	So, again, if it was to look into	02:53:40
15	transport to kids?	02:52:31	15	how to make that work, I can support that.	02:53:42
16	Then the other thing is if we have	02:52:32	16	But requiring it at this time, I don't	02:53:45
17	all these students trying to opt in or	02:52:34	17	have enough information. So that's my	02:53:47
18	out, again, the staffing to manage that,	02:52:37	18	thought.	02:53:52
19	it's not just screening, it's running that	02:52:41	19	CHAIRWOMAN ANDERSON: Thank you, Ms. Meren	02:53:52
20	process of all -- of students coming in	02:52:43	20	Ms. McLaughlin?	02:53:53
21	and out of the -- So I'm not -- I'm not	02:52:46	21	MS. McLAUGHLIN: Thank you.	02:53:59
22	sure. And I -- I think a previous motion	02:52:50	22	When I spoke to Ms. Omeish about	02:54:04
23	you were talking about was more to look	02:52:54	23	this last night, as I understood it, we	02:54:06
24	into the process of doing the opt out.	02:52:56	24	were looking at just the opt-out versus	02:54:09
25	Now, what I hear you saying is	02:52:59	25	the opt-in method; and I'm absolutely in	02:54:12

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1	favor of the opt-out approach because I --	02:54:16	1	silent all at once.	02:55:31
2	If we're looking at increasing opportunity	02:54:21	2	(Overspeaking - unintelligible)	
3	and reducing barriers, then expecting	02:54:25	3	MS. McLAUGHLIN: I should have asked -- I	02:55:32
4	which kids in the 8th grade know to go	02:54:27	4	should have directed my question,	02:55:34
5	surf the FCPS website and learn about TJ	02:54:29	5	Ms. Omeish.	02:55:36
6	and know whether or not they, you know,	02:54:33	6	MS. OMEISH: Yes.	02:55:37
7	meet that ability to sit and compete for	02:54:36	7	MS. McLAUGHLIN: But I am --	02:55:37
8	the test by, you know, the problem-solving	02:54:39	8	MS. OMEISH: Yeah. And I --	02:55:38
9	essay that gets proctored, I just like the	02:54:42	9	CHAIRWOMAN ANDERSON: I'd like to have the	02:55:38
10	idea that our school division identifies:	02:54:45	10	maker of the motion go ahead and have the	02:55:40
11	Hey, you've got the -- the minimum	02:54:48	11	floor first; so, Ms. Omeish.	02:55:42
12	requisites academically; so now you choose	02:54:51	12	MS. OMEISH: Yes, Ms. McLaughlin. And I	02:55:45
13	whether or not you actually want to be an	02:54:55	13	appreciate the clarifying question.	02:55:46
14	applicant.	02:54:58	14	The key -- I mean, the question	02:55:48
15	So can I just get some clarity here	02:54:59	15	comes down to priorities and values and	02:55:49
16	that what I just described is it's simply	02:55:01	16	stuff. I mean, everything's costly.	02:55:51
17	we're inviting all men and -- all students	02:55:04	17	Everything's gonna take a little bit more.	02:55:52
18	who have met the minimum academic	02:55:08	18	I would venture to say it's important	02:55:54
19	requirements, we're inviting them to come	02:55:10	19	enough; but it's precisely what you said.	02:55:57
20	take the proctored exam and apply should	02:55:12	20	It's to eliminate the access barriers,	02:55:57
21	they so choose; is that correct?	02:55:17	21	allows students to be considered	02:55:59
22	MR. SMITH: It's --	02:55:24	22	automatically if they're eligible, and	02:56:02
23	MS. OMEISH: Yeah. That's exactly right.	02:55:26	23	have them opt out if they don't want to.	02:56:04
24	CHAIRWOMAN ANDERSON: I thought --	02:55:27	24	And the additional piece that I	02:56:06
25	(unintelligible) -- everybody we want	02:55:28	25	think maybe some folks were asking	02:56:07

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1	questions about was to say that it would	02:56:09	1	saying: Hey, you meet this requirement.	02:57:06
2	be at their local middle school, to -- to	02:56:10	2	You indicated that we -- we do	02:57:09
3	make it even more accessible to them. But	02:56:13	3	invite all of those students already.	02:57:11
4	that -- that might be the only additional	02:56:16	4	MR. SMITH: So I was referring to the current	02:57:16
5	piece that would add to what you just	02:56:17	5	process, would be the process that the	02:57:17
6	shared.	02:56:20	6	board just voted on, where we would be	02:57:19
7	CHAIRWOMAN ANDERSON: Thank you, Ms. Omeish	02:56:21	7	inviting students into the process.	02:57:22
8	Mr. Smith, did you want to add to	02:56:22	8	Currently, with the process that	02:57:26
9	Ms. Omeish's comment?	02:56:26	9	we've used prior to any new decisions,	02:57:27
10	MR. SMITH: No. There is no need to add	02:56:27	10	we've gone to schools, we've done	02:57:31
11	anything further. The current process	02:56:28	11	outreach, and then students, based on	02:57:33
12	is, again, an invitation; and students	02:56:29	12	their interests, would apply to TJ.	02:57:35
13	would have the ability to follow through	02:56:31	13	Moving forward, we would be inviting	02:57:37
14	with the application process.	02:56:34	14	students in based on eligibility criteria,	02:57:40
15	MS. McLAUGHLIN: That's a really important	02:56:37	15	a personal letter, some type of outreach	02:57:44
16	caveat, Mr. Smith; because as I	02:56:38	16	saying that "you are indeed eligible to	02:57:46
17	understood it, right now the current	02:56:41	17	apply," and then inviting families to come	02:57:49
18	process is students who would like to	02:56:43	18	to information evenings and working with	02:57:52
19	apply to TJ currently, right now, for,	02:56:46	19	school-based teams to share more	02:57:54
20	you know, this test -- this past year,	02:56:50	20	information about TJ and the TJ admissions	02:57:56
21	they had to initiate the application	02:56:52	21	process.	02:57:59
22	process.	02:56:55	22	MS. McLAUGHLIN: So but Ms. Omeish just takes	02:58:00
23	Now, by Ms. Omeish, she's saying	02:56:56	23	it the next step further. Hers is	02:58:01
24	they don't have to initiate that first	02:56:59	24	"you're in our applicant pool so long as	02:58:04
25	point of interest. We're automatically	02:57:02	25	you show up and take the proctored exam."	02:58:08
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1	If you don't show up and take proctored	02:58:10	1	for security of our -- of our items.	02:59:09
2	exam, you clearly aren't going to be in	02:58:12	2	MS. McLAUGHLIN: So I do share Ms. Meren's	02:59:11
3	the admissions pool; because that's a --	02:58:15	3	concern; and this is where I feel a	02:59:13
4	a requirement to be in the admissions	02:58:17	4	little bit like our board is getting too	02:59:15
5	pool.	02:58:19	5	much in the operational weeds, even	02:59:17
6	So they're not having to -- I mean,	02:58:20	6	though I love, Ms. Omeish, that we're	02:59:19
7	I get that you're -- we're notifying them.	02:58:24	7	both on the same page; but I don't think	02:59:21
8	You're invited to apply if you want to.	02:58:26	8	we have to solve tonight on where we're	02:59:24
9	She's taking that part of the application	02:58:28	9	going to do these proctored exams -- you	02:59:27
10	piece and saying that's unnecessary. Just	02:58:29	10	know, problem-solving exams.	02:59:29
11	place them in your -- your roster of:	02:58:33	11	(Bell ringing).	02:59:31
12	These kids all qualify. We'll notify them	02:58:37	12	I just need to say we want this to	02:59:32
13	that they're invited to come sit down for	02:58:39	13	be a opt-out process; and then how we	02:59:34
14	this proctored exam because they meet that	02:58:42	14	offer those exams, the superintendent and	02:59:38
15	requirement. By not showing up, they're	02:58:44	15	all of you, with our direction of	02:59:41
16	opting out.	02:58:48	16	increasing access will -- will make those	02:59:43
17	MR. SMITH: That's --	02:58:50	17	operational decisions.	02:59:46
18	MS. McLAUGHLIN: And --	02:58:51	18	So, Ms. Omeish -- (unintelligible)	02:59:47
19	MR. SMITH: That is correct. And -- And when	02:58:52	19	CHAIRWOMAN ANDERSON: (Unintelligible)	02:59:49
20	I talked about logistics, the logistics	02:58:53	20	MS. McLAUGHLIN: So, Dr. Anderson, I'm sorry	02:59:50
21	would be looking at any additional	02:58:57	21	then, a point of clarification to you as	02:59:52
22	readers we might need based on the number	02:58:59	22	the chair, I know the motion belongs to	02:59:56
23	of students who might be a part of that	02:59:01	23	the body; so do we have to vote down	02:59:58
24	process; and then also looking at what	02:59:02	24	Ms. Omeish's if we want to just support	03:00:02
25	the school-by-school approach looks like	02:59:05	25	the opt-out component but not the	03:00:04

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1	requiring the superintendent to have the	03:00:06	1	would like to propose, this would be a	03:00:53
2	proctored exam in every single school?	03:00:08	2	good time.	03:00:55
3	Or is --	03:00:12	3	MS. McLAUGHLIN: Yes. I would like to amend	03:00:57
4	CHAIRWOMAN ANDERSON: Let's go ahead and	03:00:13	4	the motion on the table to remove the	03:00:59
5	I'm going to review the motion as it's	03:00:15	5	requirement that the problem-solving exam	03:01:02
6	written. Hold on one second.	03:00:17	6	be administered at every single middle	03:01:06
7	Ms. Omeish, if you have it in front	03:00:19	7	school.	03:01:10
8	of you, can you please re-read it?	03:00:21	8	CHAIRWOMAN ANDERSON: Okay. Is there a second	03:01:11
9	MS. OMEISH: Yeah. I mean, I said -- So I	03:00:23	9	for that amendment?	03:01:13
10	move to require that the test be	03:00:25	10	(No response.)	
11	administered locally at each middle	03:00:26	11	Okay. Seeing that there's not a	03:01:22
12	school to all eligible students who meet	03:00:28	12	second, Ms. McLaughlin, we'll have to stop	03:01:23
13	the criteria and to provide the	03:00:30	13	here.	03:01:26
14	opportunity to opt out of taking the test	03:00:32	14	MALE VOICE: No.	03:01:27
15	should they so choose by the admissions	03:00:34	15	MS. MEREN: No, no. Ms. Meren.	03:01:27
16	cycle 2026. For the class of 2026, opt	03:00:36	16	CHAIRWOMAN ANDERSON: Oh, Ms. Meren.	03:01:28
17	out would be limiting (unintelligible) --	03:00:39	17	Ms. Meren is seconding it. So go ahead	03:01:29
18	CHAIRWOMAN ANDERSON: Thank you so much	03:00:40	18	and, Ms. McLaughlin, speak to your	03:01:32
19	Thank you so much for that.	03:00:41	19	motion.	03:01:35
20	So, Ms. McLaughlin, to respond to	03:00:42	20	MS. McLAUGHLIN: Just briefly. I really	03:01:35
21	your question, I think we have opportunity	03:00:44	21	appreciate and I think that there's very	03:01:37
22	here for an amendment to the motion	03:00:46	22	strong board support for what Ms. Omeish	03:01:38
23	because it is on the floor, so it does	03:00:49	23	has put in front of us; but I think that	03:01:41
24	belong to the body.	03:00:51	24	students have to get transportation,	03:01:45
25	So if you have something that you	03:00:52	25	regardless, to any test that they're	03:01:46
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1	going to be taking; and we have some	03:01:48	1	to opt out of taking the test.	03:02:38
2	schools where there's less than -- fewer	03:01:50	2	So we're still in that space of	03:02:40
3	than 5 students, from Ms. Meren's point	03:01:52	3	everyone's taking the test. So while I	03:02:42
4	of staffing, you're gonna paying -- have	03:01:55	4	support this motion, I'm still hesitant	03:02:44
5	to have a staff member to proctor an exam	03:01:58	5	about what remains.	03:02:47
6	for five students; whereas if we have	03:02:00	6	Again, I thought, Ms. Omeish,	03:02:50
7	them going to a nearby middle school, to	03:02:03	7	initially you were talking about ask --	03:02:51
8	group that administering, I don't think	03:02:06	8	directing the superintendent to initiate	03:02:54
9	it's a burden on families, but it would	03:02:08	9	the process of exploring this, which I	03:02:56
10	certainly be a cost-savings to the system	03:02:10	10	think -- Well, that was what previously	03:02:59
11	to group these students together for a	03:02:13	11	you had communicated. And so that was my	03:03:00
12	proctored exam.	03:02:15	12	understanding.	03:03:04
13	So I hope people will support this	03:02:16	13	So I -- I mean, I support this; but	03:03:05
14	amendment because the overall motion is	03:02:18	14	I still don't think that what remains gets	03:03:07
15	really good.	03:02:20	15	us far enough. I'll leave it at that.	03:03:09
16	CHAIRWOMAN ANDERSON: Thank you.	03:02:22	16	CHAIRWOMAN ANDERSON: Thank you.	03:03:13
17	Ms. -- Ms. Meren, would you like to	03:02:25	17	Folks, the next set of speakers who	03:03:15
18	speak to this motion --	03:02:26	18	want to speak to this motion -- so let's	03:03:17
19	MS. MEREN: Yes. Thank you --	03:02:28	19	please be sure that we're speaking to this	03:03:20
20	CHAIRWOMAN ANDERSON: -- amendmen	03:02:29	20	motion that Ms. McLaughlin has put on the	03:03:22
21	MS. MEREN: -- for making the motion,	03:02:29	21	table which is to not be specific	03:03:24
22	Ms. McLaughlin.	03:02:29	22	regarding the location of the test	03:03:27
23	I -- You know, I -- I support it.	03:02:32	23	administration.	03:03:30
24	I still do. But then it would -- what	03:02:34	24	So please keep your comments to this	03:03:31
25	would remain is to provide the opportunity	03:02:36	25	motion in lieu of the main motion, which	03:03:33

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1	was what Ms. -- which was what Ms. Omeish	03:03:38	1	speak.	03:04:56
2	read just previously.	03:03:42	2	Ms. Cohen, go ahead.	03:04:57
3	Ms. Corbett Sanders?	03:03:44	3	MS. COHEN: I will not be supporting this	03:05:03
4	MS. CORBETT SANDERS: First, I'd like to	03:03:47	4	amendment, probably pretty obviously.	03:05:06
5	clarify that we are not administering a	03:03:48	5	You know, the whole idea to me is we	03:05:09
6	test. What Ms. Omeish's motion is about	03:03:53	6	keep saying whether it was the lottery or	03:05:11
7	is creating a local opportunity for	03:03:57	7	whether it was the holistic. The whole	03:05:13
8	students to participate in the admissions	03:04:01	8	goal is that we want a lot more kids --	03:05:16
9	process by filling out their student	03:04:04	9	MS. CORBETT SANDERS: Can you hear me now?	03:05:18
10	information form and this -- the	03:04:07	10	MS. COHEN: -- in our middle schools --	03:05:19
11	proctored student essay for	03:04:10	11	CHAIRWOMAN ANDERSON: I can hear you; but	03:05:22
12	problem-solving. It is not the test. We	03:04:12	12	will have Ms. Cohen complete her	03:05:25
13	got rid of the exam and the admissions.	03:04:16	13	statement and then you will be called	03:05:27
14	Now, to speak to the motion, I	03:04:19	14	upon for your time.	03:05:28
15	cannot support this motion to amend	03:04:22	15	MS. COHEN: It's okay if she wants to finish,	03:05:30
16	Ms. Omeish's original motion; and the	03:04:26	16	Dr. Anderson, now.	03:05:32
17	reason I can't support it is because what	03:04:28	17	CHAIRWOMAN ANDERSON: No, it's --	03:05:33
18	we are talking about is creating an	03:04:31	18	MS. COHEN: Okay.	03:05:33
19	inviting and inclusive environment for	03:04:34	19	CHAIRWOMAN ANDERSON: -- it's really fine. Co	03:05:34
20	students to participate and to apply...	03:04:37	20	ahead.	03:05:36
21	(Screen freeze)		21	MS. COHEN: I -- I just -- The whole idea to	03:05:36
22	CHAIRWOMAN ANDERSON: Ms. Corbett Sanders, we	03:04:44	22	me is that we're -- we're -- We want	03:05:38
23	have lost you. I'll move on to the next	03:04:45	23	more and more kids from each school to	03:05:40
24	speaker. Ms. Corbett Sanders, once you	03:04:51	24	apply. I -- I hope there's not a	03:05:42
25	re-login, you will have an opportunity to	03:04:53	25	real-world situation where we only have	03:05:44
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1	five kids who are interested. So the	03:05:46	1	problem-solving essay and the student	03:06:48
2	idea to me is let's bring it to them	03:05:48	2	information sheet, the more likely that	03:06:49
3	instead of asking them to go.	03:05:51	3	we will achieve our goal of providing	03:06:52
4	And transportation isn't an issue if	03:05:53	4	greater -- or achieving greater diversity	03:06:56
5	we do things where we stay after on a day	03:05:55	5	within TJ.	03:06:59
6	with a late bus. I have no doubt that our	03:05:57	6	And so I urge my colleagues to vote	03:07:00
7	staff and our schools can figure out a way	03:05:59	7	down the amendment to Ms. Omeish's motion	03:07:04
8	to make this as inclusive as humanly	03:06:01	8	and fully support Ms. Omeish's motion.	03:07:08
9	possible to help kids navigate this	03:06:04	9	CHAIRWOMAN ANDERSON: Thank you.	03:07:12
10	process. So I -- I won't be supporting	03:06:06	10	Mr. Frisch?	03:07:13
11	the amendment.	03:06:09	11	MR. FRISCH: Thanks. I'll keep it quick.	03:07:15
12	CHAIRWOMAN ANDERSON: Thank you. Ms. Corbett	03:06:11	12	We've spent a lot of our	03:07:17
13	Sanders?	03:06:17	13	conversations around this issue talking	03:07:18
14	MS. CORBETT SANDERS: So I think Ms. Cohen	03:06:18	14	about our outreach efforts and how we can	03:07:21
15	picked up where I left off which is this	03:06:19	15	increase the pool of people applying and	03:07:24
16	is about creating about creating access	03:06:21	16	people interested and build excitement.	03:07:26
17	to opportunities and eliminating	03:06:24	17	You know, on this and every other element	03:07:30
18	barriers. And even though we might	03:06:26	18	of outreach and recruitment, we're going	03:07:34
19	eliminate a barrier by providing a bus to	03:06:28	19	to have to meet people where they are,	03:07:36
20	another location, there may be an	03:06:31	20	especially in communities that have not	03:07:38
21	emotional barrier of having to leave	03:06:33	21	been part of this process before. Put	03:07:41
22	their home school to go and participate	03:06:36	22	them someplace where they are comfortable,	03:07:45
23	in this process. So the easier we make	03:06:39	23	someplace where they are familiar and	03:07:47
24	it, the more inviting and encouraging we	03:06:41	24	we'll have a better outcome. I think this	03:07:50
25	provide these opportunities to do the	03:06:45	25	is a great amendment -- or this is a great	03:07:51

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1	motion and I will be opposing the	03:07:53	1	I'm glad to follow Ms. Pekarsky,	03:09:03
2	amendment.	03:07:55	2	because I think the piece that she touched	03:09:05
3	Thank you.	03:07:56	3	upon, meaning potential, is really key.	03:09:07
4	CHAIRWOMAN ANDERSON: Thank you, Mr. Frisch.	03:07:57	4	We are going to show all of our kids that	03:09:10
5	Ms. Pekarsky, and then I will take	03:07:59	5	they have potential by allowing all of	03:09:12
6	my turn on this matter.	03:08:01	6	those who are eligible to participate.	03:09:15
7	MS. PEKARSKY: Thank you, Dr. Anderson.	03:08:03	7	This is the same way in which this	03:09:18
8	Just very quickly, I will be	03:08:04	8	district engages in "Kodak" testing.	03:09:21
9	opposing the amendment but supporting the	03:08:07	9	Every single second-grader gets the	03:09:23
10	main motion for many of the reasons that	03:08:09	10	test -- gets the assessment at their	03:09:25
11	people have already said. However, I	03:08:11	11	school; and then we get them into the pool	03:09:27
12	would also like to say one of the very	03:08:16	12	and then we continue through the process	03:09:31
13	important reasons that I think this is	03:08:18	13	What I think Ms. Omeish is asking	03:09:33
14	a -- a very important follow-on, and I	03:08:22	14	here is if they meet the criteria, meet	03:09:35
15	thank Ms. Omeish for her dedication, is	03:08:24	15	them where they are.	03:09:38
16	that even the simple act of us allowing	03:08:27	16	Mr. Frisch also said this perfectly.	03:09:39
17	children the option to opt out gives a	03:08:32	17	We have an outreach issue. This is a very	03:09:42
18	very powerful message to them that their	03:08:36	18	easy way of pulling kids in, because	03:09:46
19	teachers, the school system, believes that	03:08:39	19	they're already there. They're not going	03:09:48
20	we see them as potential TJ students. I	03:08:44	20	to escape the opportunity to this -- and	03:09:51
21	think that's powerful in and of itself,	03:08:49	21	access to this.	03:09:55
22	and I will very happily support this.	03:08:54	22	So I am not going to vote in favor	03:09:57
23	CHAIRWOMAN ANDERSON: Thank you. Very quickly	03:08:56	23	of the amendment and will be supporting	03:09:59
24	I will take my turn before we have the	03:08:57	24	the main motion.	03:10:03
25	second speakers to this motion.	03:09:00	25	Now I see some hands for go-backs.	03:10:04
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1	We will have limited go-backs because we	03:10:07	1	responses that this is going to be a	03:11:02
2	have a full agenda, folks, still left in	03:10:10	2	higher cost by offering the proctored ex	03:11:05
3	front of us. So we'll take a minute and a	03:10:11	3	-- the proctored essay at every single one	03:11:08
4	half for the go-backs.	03:10:14	4	of our schools. So everything that my	03:11:12
5	Ms. McLaughlin?	03:10:16	5	colleagues have just said, if we're	03:11:14
6	MS. McLAUGHLIN: Thank you. I wanted the	03:10:18	6	proctoring it during the school day, while	03:11:16
7	go-back because I'm voting against my own	03:10:19	7	the kids are already there, then you've	03:11:18
8	amendment and I'm just gonna let the	03:10:21	8	already got paid staff in the building.	03:11:21
9	public know that this is why I'm so	03:10:23	9	So I'll just tell everybody, my	03:11:23
10	unhappy about where we are tonight. This	03:10:26	10	colleagues, I am sorry we wasted I don't	03:11:25
11	lack of posting things until 30 minutes	03:10:30	11	know how many minutes on this thing. I'm	03:11:27
12	beforehand, the lack of understanding of	03:10:32	12	extremely frustrated because it was a	03:11:30
13	how we're going to administer and proctor	03:10:35	13	complete loss of time. Unnecessary. Of	03:11:33
14	the problem-solving essay, I --	03:10:38	14	course I believe in meeting kids where we	03:11:36
15	Everything I spoke to in favor of	03:10:40	15	are. It's why I supported her motion in	03:11:38
16	Ms. Omeish's original motion is because I	03:10:42	16	the first place. It was the responses I	03:11:40
17	want to be able to increase access and	03:10:44	17	heard from staff that made me look at how	03:11:42
18	opportunity.	03:10:47	18	do we do this as efficiently and	03:11:46
19	So now I've listened to everybody	03:10:48	19	effectively as possible.	03:11:47
20	lecture that I'm not for that, which is	03:10:49	20	Definitely not happy, as you can	03:11:49
21	absolutely not the case; but there wasn't	03:10:52	21	tell right now, but certainly hear --	03:11:51
22	clarity from staff in terms of how are we	03:10:54	22	(Bell ringing)	
23	going to be administering the proctored	03:10:58	23	-- your praise for Ms. Omeish.	03:11:53
24	exam?	03:11:00	24	CHAIRWOMAN ANDERSON: Thank you	03:11:56
25	So they made it sound in their	03:11:00	25	Ms. Meren, you'll have your 90	03:11:57

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1	seconds and then Mr. Smith, you'll be	03:11:59	1	it down for me. So...	03:12:57
2	invited to respond.	03:12:01	2	MS. McLAUGHLIN: Yeah. We just have to vote	03:12:58
3	MS. MEREN: Yeah. So I have --	03:12:02	3	it down 'cause it's already -- belongs to	03:12:59
4	CHAIRWOMAN ANDERSON: If you now recall the	03:12:03	4	the body.	03:13:01
5	question.	03:12:05	5	CHAIRWOMAN ANDERSON: It's already in process	03:13:01
6	MS. MEREN: Sure. Thank you.	03:12:05	6	(unintelligible) any more. It's been	03:13:05
7	I -- I have to agree, again, with	03:12:07	7	seconded.	03:13:06
8	Ms. McLaughlin, here; and I, too, am at a	03:12:09	8	Mr. Smith and Ms. Omeish and then we	03:13:07
9	loss for the operational, you know,	03:12:12	9	will call for the vote.	03:13:08
10	implementation of this. So, you know,	03:12:16	10	MR. SMITH: Oh, and I just wanted to clarify	03:13:09
11	again, I also put forth supporting this	03:12:19	11	that in the absence of this motion, we	03:13:11
12	amendment because I support the idea of	03:12:22	12	would certainly follow our current	03:13:13
13	access; but to not have staff have fleshed	03:12:24	13	practices for administering the student	03:13:15
14	out what this would really look like is	03:12:28	14	information sheet and administering the	03:13:18
15	irresponsible.	03:12:30	15	problem-solving essay with students	03:13:21
16	I mean, we have a fiduciary	03:12:32	16	coming together as a group.	03:13:22
17	responsibility. I think the main motion	03:12:33	17	And so, again, we have not had an	03:13:26
18	that we spoke to tonight about the larger	03:12:35	18	opportunity to cost these items out and	03:13:29
19	admissions process is something that has	03:12:38	19	really think about what that plan would	03:13:32
20	been spoken about at length. You know, it	03:12:41	20	look like, but would certainly be able to	03:13:34
21	wasn't a new idea; but this is really a	03:12:44	21	do that if the board directed us to do so.	03:13:36
22	new idea, and I don't -- so I don't know	03:12:48	22	CHAIRWOMAN ANDERSON: Thank you.	03:13:39
23	if I'm gonna withdraw it or I can't	03:12:51	23	Ms. Omeish?	03:13:39
24	remember, Ms. McLaughlin, if you were	03:12:53	24	MS. OMEISH: Yeah, I was gonna defer --	03:13:40
25	withdrawing; but I'm -- I just would vote	03:12:54	25	(Overspeaking - unintelligible)	
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1	CHAIRWOMAN ANDERSON: Okay. Thank you.	03:13:44	1	(No response.)	
2	MS. OMEISH: Okay.	03:13:47	2	All opposed?	03:14:29
3	CHAIRWOMAN ANDERSON: I'm going to go ahead	03:13:47	3	Ms. Meren, Ms. Corbett Sanders,	03:14:33
4	and call for the vote.	03:13:48	4	Ms. Cohen, Ms. Omeish, Ms. Tholen,	03:14:35
5	Ms. McLaughlin, I don't have it	03:13:50	5	Ms. McLaughlin, Ms. Pekarsky, Ms. Sizemore,	03:14:37
6	written in front of me. If you wouldn't a	03:13:52	6	Heizer, Ms. Derenak Kaufax,	03:14:39
7	mind repeating what your amendment was,	03:13:54	7	Ms. Keys-Gamarra, Mr. Frisch and myself.	03:14:41
8	please?	03:13:59	8	That is unanimous.	03:14:43
9	MS. McLAUGHLIN: I (unintelligible) do that;	03:14:00	9	And now we will return to the vote	03:14:44
10	but the clerk wrote it down as I spoke.	03:14:03	10	on the main motion which is: I move to	03:14:46
11	So I'm going to have to the clerk read	03:14:06	11	require that the test essay and SIS to be	03:14:48
12	it.	03:14:09	12	administered locally at each middle school	03:14:51
13	CHAIRWOMAN ANDERSON: Ms. Mulberg?	03:14:09	13	to all eligible students who meet the 3.5	03:14:53
14	MS. MUHLBERG: Yes. I move to amendment the	03:14:10	14	GPA and Algebra I requirements and to	03:14:55
15	motion to remove the requirement that the	03:14:12	15	provide the opportunity to opt out of the	03:14:57
16	problem-solving exams be administered at	03:14:14	16	taking the test if they so choose by the	03:14:59
17	every single elementary school.	03:14:16	17	admission cycle for the class of 2026,	03:15:02
18	CHAIRWOMAN ANDERSON: Thank you.	03:14:19	18	next year. To opt out would be to	03:15:04
19	All in favor?	03:14:21	19	eliminate oneself from consideration for	03:15:06
20	MS. McLAUGHLIN: It was middle school.	03:14:21	20	TJ.	
21	MS. OMEISH: Correction. It was middle	03:14:22	21	All in favor?	03:15:09
22	school.	03:14:24	22	We have Ms. Corbett Sanders,	03:15:11
23	MS. McLAUGHLIN: Thank you.	03:14:24	23	Ms. Derenak Kaufax, Ms. Cohen, Mr. Frisch,	03:15:14
24	CHAIRWOMAN ANDERSON: Thank you.	03:14:26	24	Ms. Omeish, Ms. Keys-Gamarra,	03:15:15
25	All in favor?	03:14:26	25	Ms. McLaughlin, Ms. Pekarsky, Ms. Sizemore,	03:15:18

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1	Heizer and Ms. Tholen, Ms. Meren, and myself.	03:15:20	1	Ms. McLaughlin, please lower your hand at this time.	03:16:14
2		03:15:22	2		03:16:16
3	And that is unanimous. The motion carries.	03:15:22	3	Ms. Omeish, please speak to your motion.	03:16:19
4		03:15:25	4		03:16:22
5	At this time, I would like to call on Ms. Omeish for another motion.	03:15:26	5	MS. OMEISH: Yes. I just want to be clear for everyone. I know the language of things	03:16:23
6		03:15:28	6	has been modified based on, you know,	03:16:25
7	MS. OMEISH: All right. So this is a follow-on motion, to be clear.	03:15:33	7	legal advice and going back and forth and folks being confused.	03:16:27
8		03:15:37	8		03:16:30
9	I move to establish that as part of the holistic review process, by the process for the 2027 class, the top percent of the 8th grade class at each public middle school in Fairfax County will meet the minimum standards if done GPA and core classes, student portrait sheet, problem-solving essay and experience factors shall be eligible for admission according to the percentage that is proportional to their population.	03:15:41	9	Ultimately what this is doing is this is saying: Not right now, because realistically it's not how things work out. But our goal down the line is to say that we need to get to a point where the number of students coming from every school is proportional to the size of the population; and the hope is that we will work on providing the math resources that are needed, the advanced programming, the supports and scaffolding that is gonna -- that are gonna get our students to a place, and especially now with the opt-out, it's gonna really screen for everyone, such that we have a fair process. And "a fair process" means an	03:15:41
10		03:15:43	10		03:16:32
11		03:15:45	11		03:16:33
12		03:15:47	12		03:16:35
13		03:15:50	13		03:16:38
14		03:15:51	14		03:16:40
15		03:15:53	15		03:16:43
16		03:15:55	16		03:16:45
17		03:15:56	17		03:16:47
18		03:15:58	18		03:16:50
19		03:16:00	19		03:16:53
20	This -- this reflects the existing holistic review plan but calculates allotments of gifted students by school rather than by region.	03:16:01	20		03:16:56
21		03:16:04	21		03:16:59
22		03:16:06	22		03:17:00
23		03:16:10	23		03:17:03
24	CHAIRWOMAN ANDERSON: Do I have a second?	03:16:11	24		03:17:05
25	Thank you, Ms. Cohen.	03:16:13	25		03:17:08

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1	equal shot regardless of what school you're at.	03:17:11	1	MR. FRISCH: Thank you. I see this as the school board committing to following through on its commitment to make sure that we are doing our -- our level best to prepare students and find them and make sure that we're competing across the entire county. You know, this is aspirational, and it sets the board up to achieve those goals; and I fully support it.	03:18:07
2		03:17:13	2		03:18:08
3	So this is putting us at the cycle for the 2027 year, which means we have three cycles to achieve that goal. So now we just approved 1.5 percent. Hopefully by the following year we move a little bit further and then the final year, we reach a point where it's -- it's fair across the county.	03:17:14	3		03:18:11
4		03:17:16	4		03:18:15
5		03:17:17	5		03:18:18
6		03:17:21	6		03:18:21
7		03:17:25	7		03:18:24
8		03:17:28	8		03:18:26
9		03:17:30	9		03:18:29
10		03:17:32	10		03:18:31
11	CHAIRWOMAN ANDERSON: Thank you.	03:17:34	11	Thank you.	03:18:31
12	Ms. Cohen, would you like to speak to your second?	03:17:34	12	CHAIRWOMAN ANDERSON: Thank you.	03:18:33
13		03:17:36	13	Ms. Corbett Sanders?	03:18:33
14	MS. COHEN: I would just say ditto, the goal is that the number of kids that a school sends to TJ ought to be reflective of their 8th grade class population. And when we talk about by name and by need and giving opportunities by every ZIP code, I think this is a wonderful way to do it, and I'm -- I'm pleased to be able to second Ms. Omeish on this one.	03:17:38	14	MS. CORBETT SANDERS: Yes. Thank you.	03:18:40
15		03:17:41	15	As Ms. Omeish and I have spoken about this, I fully support her objective here. My question is: What this goal sets is to have this fully achieved within three years of today. So it -- it's the cycle that would be admitted this spring, next spring, and then by the third spring we would have full -- a full representation, proportionate representation within three years.	03:18:41
16		03:17:43	16		03:18:43
17		03:17:46	17		03:18:46
18		03:17:49	18		03:18:51
19		03:17:53	19		03:18:55
20		03:17:54	20		03:18:58
21		03:17:57	21		03:19:01
22		03:18:03	22		03:19:03
23	CHAIRWOMAN ANDERSON: Thank you.	03:18:04	23		03:19:12
24	Other speakers for this motion?	03:18:05	24		03:19:14
25	Mr. Frisch?	03:18:06	25	I have a question of Dr. Brabrand,	03:19:20

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1	because I want to be realistic.	03:19:25	1	ensure that we have the robust	03:20:34
2	I had suggested maybe four years,	03:19:29	2	programming at each of our elementary	03:20:37
3	because that would mean that students that	03:19:32	3	schools which were included in	03:20:39
4	are going to be in 5th grade next year	03:19:34	4	Ms. Derenak Kaufax's amendment -- or	03:20:43
5	would be able to have that proportionate	03:19:40	5	motion in October, which we need to make	03:20:45
6	representation. So our 4th graders this	03:19:43	6	sure it is fully funded in this next	03:20:48
7	year.	03:19:52	7	budget cycle?	03:20:50
8	I love Ms. Omeish's spirit, but I	03:19:52	8	MR. SMITH: We do know that there are -- there	03:20:53
9	want to understand. Is it achievable in	03:19:53	9	are many things in play that we would	03:20:54
10	this short of a time frame, Dr. Brabrand?	03:19:56	10	want to consider. We also know that with	03:20:56
11	CHAIRWOMAN ANDERSON: Dr. Brabrand, please go	03:19:59	11	a new process, it's going to be hard for	03:20:58
12	ahead.	03:20:05	12	us to start establishing metrics without	03:21:02
13	MR. SMITH: So Dr. Brabrand is having -- I	03:20:05	13	some baseline data. And so while I	03:21:04
14	was just on the phone with him. He's	03:20:07	14	couldn't say that one more year would	03:21:08
15	having technical difficulties.	03:20:08	15	give us that time, I know that the more	03:21:11
16	So, Ms. Corbett Sanders, if you	03:20:10	16	time we would have to review	03:21:13
17	could ask your question again, I	03:20:12	17	interventions that we've put in place for	03:21:15
18	apologize.	03:20:13	18	us to review our processes and for us to	03:21:18
19	MS. CORBETT SANDERS: No, that's fine. I'm	03:20:14	19	see the fruits of our efforts would give	03:21:22
20	just concerned that I -- I love the	03:20:16	20	us more time to set a more measurable	03:21:24
21	spirit of this motion. My concern is:	03:20:18	21	metric.	03:21:27
22	Is it achievable? Is it achievable in	03:20:22	22	CHAIRWOMAN ANDERSON: Thank you.	03:21:28
23	the three years; or would we be better	03:20:25	23	MR. SMITH: -- and more (unintelligible) --	03:21:29
24	off having one additional year to make it	03:20:28	24	MS. CORBETT SANDERS: I want to	03:21:32
25	four years, which also allows us to	03:20:31	25	(unintelligible) --	03:21:35
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1	CHAIRWOMAN ANDERSON: I notice that	03:21:36	1	then look at -- and establish what a -- a	03:22:31
2	Dr. Brabrand has returned.	03:21:37	2	meaningful metric would be for the board	03:22:35
3	Dr. Brabrand, are you with us?	03:21:38	3	with more time, most definitely.	03:22:37
4	SUPERINTENDANT BRABRAND: I'm back. Thank	03:21:39	4	MS. CORBETT SANDERS: So I would like to offer	03:22:41
5	you.	03:21:39	5	a amendment to increase the time period	03:22:43
6	CHAIRWOMAN ANDERSON: Did you -- Were you	03:21:40	6	by just one year.	03:22:48
7	able to hear the question?	03:21:40	7	CHAIRWOMAN ANDERSON: Okay. Thank you	03:22:51
8	SUPERINTENDANT BRABRAND: I heard the	03:21:43	8	Everyone please lower your hands. You've	03:22:52
9	question. I'm sure Mr. Smith answered it	03:21:44	9	been recognized.	03:22:54
10	well. I did not hear his answer.	03:21:47	10	Is there a second?	03:22:55
11	Is there still a question?	03:21:49	11	Ms. Tholen and Ms. McLaughlin, thank	03:22:57
12	CHAIRWOMAN ANDERSON: Ms. Corbett Sanders, did	03:21:52	12	you.	03:23:00
13	you need some additional details to	03:21:54	13	Is there a second to this amendment?	03:23:00
14	your -- to your question or are you	03:21:56	14	(No response.)	
15	satisfied with Mr. Smith's response?	03:21:58	15	Okay. Seeing none, we are going to	03:23:07
16	MS. CORBETT SANDERS: So Mr. Smith's response,	03:22:01	16	move on to the next speaker.	03:23:09
17	if I can character it is that it would be	03:22:04	17	Ms. McLaughlin, followed by Ms. Tholen.	03:23:12
18	helpful to have a bit more time. Is that	03:22:06	18	MS. McLAUGHLIN: Thank you.	03:23:18
19	correct, Mr. Smith?	03:22:10	19	Again, I -- I do appreciate the	03:23:22
20	MR. SMITH: That is correct. Yes. For us to	03:22:14	20	positive intentions and mindset that not	03:23:26
21	again, once we've put in a new process,	03:22:17	21	just the maker but board members who are	03:23:30
22	for us to look at some baseline data,	03:22:19	22	speaking in support of it have; but this	03:23:31
23	look at interventions that we're putting	03:22:22	23	one gives me a lot of pause and here's	03:23:34
24	in place, working very closely with IS,	03:22:24	24	why.	03:23:38
25	working with our chief equity officer, to	03:22:28	25	Again, anyone who's done selective	03:23:38

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1	college admissions knows in any given year	03:23:40	1	aptitude into doing this; and you	03:24:45
2	your pool of applicants from any given	03:23:44	2	shouldn't be prescribing it as there's the	03:24:47
3	high school are gonna change from year to	03:23:46	3	same exact seats at every single middle	03:24:49
4	year, and time to time; and you're gonna	03:23:48	4	school. I -- I just don't think this is	03:24:51
5	have incredibly talented group of kids	03:23:52	5	the -- what I've seen as a best practice.	03:24:56
6	from high school A versus high school B	03:23:54	6	I can't support it. And I really hope	03:24:58
7	and that can change from year to year.	03:23:56	7	people won't support it. This is not	03:25:00
8	This idea that we would have, you	03:23:58	8	vetted well enough for any of us, frankly,	03:25:02
9	know, to Ms. Omeish's language, that	03:24:01	9	to make this determination. And to direc	03:25:05
10	you're gonna have equitable representation	03:24:04	10	the superintendent and his team on this	03:25:06
11	across all of our middle schools, I -- I	03:24:05	11	goal, with a three-year timeline, I	03:25:08
12	think everything we've done tonight is to	03:24:09	12	don't -- I don't think this is a good one	03:25:11
13	demonstrate our desire to have an	03:24:11	13	to do tonight, folks.	03:25:13
14	increased access of opportunities; but	03:24:14	14	CHAIRWOMAN ANDERSON: Thank you	03:25:17
15	this is far too prescriptive.	03:24:16	15	Ms. Tholen, followed by Ms. Meren.	03:25:17
16	I don't want to give the signal to	03:24:18	16	MS. THOLEN: Yes. Thank you.	03:25:22
17	staff. I expect them to be continuing a	03:24:19	17	I'm happy to follow Ms. McLaughlin	03:25:23
18	highly- selective admissions process,	03:24:23	18	on this one. Although I am not one to sh	03:25:25
19	identifying our -- our best and brightest	03:24:25	19	away from aspirational goals, I think that	03:25:29
20	students with a passionate intellect for	03:24:27	20	part of I think what Mr. Smith was trying	03:25:33
21	STEM, and we want to have more geographi	03:24:29	21	to say is we actually, even this evening,	03:25:35
22	diversity. We will get that through the	03:24:32	22	have upcoming amendments that we're	03:25:38
23	1.5; but beyond that, we've got to be	03:24:35	23	looking at around the types of metrics and	03:25:41
24	focused on what TJ's purpose is; and that	03:24:37	24	data and information that we want around	03:25:46
25	is to bring kids with that passion and the	03:24:41	25	the process that we're talking about	03:25:48
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1	putting in place for this year, to see how	03:25:51	1	prescriptive.	03:26:48
2	is it working? Do we need to make	03:25:52	2	I also think, you know, it reminds	03:26:48
3	additional changes? How are -- How do we	03:25:54	3	me about, like, if you are on medication	03:26:50
4	want to, you know, continue moving forward	03:25:59	4	and you change your medication, if you do	03:26:53
5	with goals that we have.	03:26:01	5	too many things at once, you can't see if	03:26:55
6	And so I think it's premature to set	03:26:02	6	the remedy that you now administered is	03:26:57
7	such a prescriptive, you know, set of	03:26:05	7	actually taking effect.	03:27:00
8	numbers years out when we made the	03:26:09	8	So we've just taken a pretty	03:27:01
9	significant changes to the process, even	03:26:14	9	substantial approach to changing the	03:27:02
10	next year, depending upon, you know, what	03:26:16	10	admissions process; and if we continue to	03:27:05
11	our data is.	03:26:19	11	add all these other things, we're not	03:27:07
12	So I think, you know, like I said,	03:26:20	12	gonna see if that's really working. I'm,	03:27:09
13	not (unintelligible) Mr. Smith, we need	03:26:22	13	also, concerned about the operational	03:27:11
14	more data, more information about how the	03:26:24	14	implementation of it.	03:27:13
15	big changes we're making, you know, right	03:26:27	15	I have a point of order question, I	03:27:15
16	now even work before we tie ourselves into	03:26:29	16	guess, or a clarification, if the clerk,	03:27:17
17	this. This might not be what we want in a	03:26:33	17	Ms. Mulberg, could please help me with	03:27:20
18	couple of years. We might want something	03:26:35	18	this question.	03:27:23
19	a little bit different.	03:26:37	19	Can you please, the motion that we	03:27:24
20	Thank you.	03:26:39	20	just previously voted on, it's in	03:27:28
21	CHAIRWOMAN ANDERSON: Thank -- Thank you	03:26:40	21	BoardDocs listed as main motion 3, about	03:27:32
22	Ms. Meren?	03:26:42	22	directing the superintendent to report to	03:27:37
23	MS. MEREN: Thank you.	03:26:43	23	the board an opt-out process.	03:27:39
24	I agree with Ms. Tholen and	03:26:44	24	Is that the motion that we voted on	03:27:41
25	Ms. McLaughlin. I think that it is too	03:26:45	25	or did we vote on something different, or	03:27:43

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1	other language that we had? Can you	03:27:47	1	MS. MEREN: We -- okay. Did we vote -- I --	03:28:38
2	please confirm?	03:27:51	2	Okay. I thought we voted --	03:28:40
3	MS. MUHLBERG: I'm afraid I don't understand	03:27:53	3	CHAIRWOMAN ANDERSON: I -- I think she's	03:28:42
4	your question.	03:27:56	4	asking about the previous motion, the one	03:28:45
5	MS. MEREN: The -- So on BoardDocs, on the	03:27:57	5	regarding the -- the test essay. Is that	03:28:46
6	cover sheet, it says main motion 3 and it	03:27:59	6	the one -- Is that what you're referring	03:28:49
7	lists the motion. Isn't that what we	03:28:02	7	to?	03:28:52
8	voted on, regarding the opt-out process	03:28:05	8	MS. MEREN: The opt-out and the location of	03:28:52
9	and taking the test? And by test, I know	03:28:10	9	the testing; and by testing, I mean the	03:28:56
10	it --	03:28:15	10	one SIS and the --	03:29:02
11	CHAIRWOMAN ANDERSON: Ms. Mulberg, Ms. Meren	03:28:16	11	CHAIRWOMAN ANDERSON: If I -- If I may ask	03:29:04
12	is asking if the language is the same --	03:28:17	12	this. I note Mr. Morgan is here with us,	03:29:06
13	MS. MUHLBERG: No.	03:28:20	13	our parla -- our parliamentarian. I want	03:29:09
14	CHAIRWOMAN ANDERSON: -- from what's posted to	03:28:20	14	to be sure that we are in order.	03:29:11
15	what was just shared.	03:28:22	15	I believe what Ms. Meren is asking	03:29:13
16	MS. MUHLBERG: No.	03:28:23	16	is the -- the motion that we just voted	03:29:17
17	CHAIRWOMAN ANDERSON: It is not?	03:28:23	17	upon previously, not the one currently on	03:29:19
18	MS. MUHLBERG: It's not.	03:28:24	18	the table, I think what --	03:29:21
19	The -- The motion that -- that	03:28:26	19	MS. MEREN: Correct.	03:29:22
20	you -- that you're considering now, you	03:28:27	20	CHAIRWOMAN ANDERSON: -- she's saying, what	03:29:23
21	mean, or the motion you've --	03:28:29	21	was articulated is different than what is	03:29:23
22	MS. MEREN: No, the previous one, Ms. Mulberg.	03:28:31	22	posted on BoardDocs.	03:29:27
23	MS. MUHLBERG: No. No, that wasn't -- That	03:28:32	23	Mr. Morgan, can you confirm that	03:29:28
24	wasn't -- You haven't voted on that one	03:28:34	24	that was in order, even though it's	03:29:30
25	yet.	03:28:37	25	different from what's posted?	03:29:32
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1	MR. MORGAN: What's posted is not the same as	03:29:35	1	CHAIRWOMAN ANDERSON: No. That's okay. Go	03:30:34
2	what you're act -- what the body actually	03:29:37	2	ahead and refresh. I just want to --	03:30:35
3	does; so you provided Ms. Omeish an	03:29:40	3	MS. MEREN: No, I did.	03:30:37
4	opportunity to make a motion. She made a	03:29:45	4	CHAIRWOMAN ANDERSON: -- ask Mr. Morgan	03:30:37
5	motion. It's listed below as, "I move to	03:29:47	5	MS. MEREN: I did. But, again, on main motion	03:30:38
6	direct the superintendent to report to	03:29:52	6	3, it's saying that "We move to direct	03:30:40
7	the school board..." The language that	03:29:53	7	the superintendent to report to the board	03:30:42
8	was actually made is shown on BoardDocs.	03:29:54	8	on the opt-out process which will include	03:30:43
9	You might have to refresh your -- your	03:29:58	9	using the universal screener."	03:30:49
10	screen; but there -- That was in order.	03:30:01	10	Didn't we vote on saying that we're	03:30:51
11	CHAIRWOMAN ANDERSON: Thank you.	03:30:09	11	going for allowing for a local school to	03:30:54
12	Ms. Meren, did you have another	03:30:11	12	test at local schools and have every --	03:30:57
13	question --	03:30:13	13	CHAIRWOMAN ANDERSON: So --	03:31:01
14	MS. MEREN: Well, I just (overspeaking -	03:30:13	14	MS. MEREN: -- be opt out?	03:31:01
15	unintelligible) --	03:30:14	15	CHAIRWOMAN ANDERSON: So the question,	03:31:03
16	CHAIRWOMAN ANDERSON: -- because what I --	03:30:15	16	Mr. Morgan, that I think is being	03:31:04
17	MS. MEREN: -- want to see the -- if you can	03:30:16	17	presented here is if we voted on a motion	03:31:06
18	just give me one moment, please, to	03:30:20	18	that was not on BoardDocs but yet was	03:31:10
19	just -- I did refresh before --	03:30:22	19	presented by the maker and seconded	03:31:12
20	CHAIRWOMAN ANDERSON: While you refresh, I'm	03:30:26	20	and -- is it out of order? Is it an	03:31:15
21	going to follow up with a question --	03:30:27	21	issue if the language doesn't match?	03:31:17
22	MS. MEREN: No. I mean, I -- (overspeaking).	03:30:29	22	MS. MEREN: Well, the -- that --	03:31:20
23	CHAIRWOMAN ANDERSON: -- with Mr. Morgan.	03:30:30	23	MR. MORGAN: In --	03:31:21
24	MS. MEREN: -- can see -- Okay. I'm sorry.	03:30:31	24	MS. MEREN: -- that's not exactly my question.	03:31:21
25	I'm not trying to be confusing here.	03:30:32	25	I'm -- I want to know the answer,	03:31:23

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1	Dr. Anderson; but I also want to be clear	03:31:24	1	that the motion was made. It -- You	03:32:13
2	on what we voted on; because there's just	03:31:27	2	couldn't wait till there was a discussion	03:32:15
3	been some confusion, I'm realizing now,	03:31:29	3	and a vote and then said: Well,	03:32:17
4	of an earlier version of a motion that	03:31:31	4	that's -- wasn't what we planned on	03:32:20
5	was different than what was voted on; and	03:31:34	5	discussing.	03:32:22
6	I just want to be clear on what we did,	03:31:36	6	It really needs to be timely, the	03:32:23
7	please.	03:31:40	7	objection to its consideration.	03:32:26
8	CHAIRWOMAN ANDERSON: I will have Mr. Morgan	03:31:40	8	CHAIRWOMAN ANDERSON: Thank you. I wanted to	03:32:30
9	answer that question and then we will	03:31:41	9	just make sure. I didn't see Ms. Meren's	03:32:32
10	repeat the vote that was taken. I'll	03:31:45	10	as an objection but rather as a question,	03:32:34
11	have the clerk re-read what was voted	03:31:47	11	but I appreciate the clarification.	03:32:36
12	upon --	03:31:50	12	Mr. Frisch, do you have a point of	03:32:39
13	MS. MEREN: That would be great.	03:31:50	13	clarification?	03:32:41
14	CHAIRWOMAN ANDERSON: -- in just a second.	03:31:51	14	MR. FRISCH: That -- That's fine. No	03:32:43
15	MR. FRISCH: Point of clarification.	03:31:52	15	question.	03:32:44
16	CHAIRWOMAN ANDERSON: Mr. Morgan?	03:31:54	16	CHAIRWOMAN ANDERSON: Thank you.	03:32:45
17	MR. MORGAN: Yes.	03:31:55	17	Ms. Mulberg, if you could please	03:32:46
18	CHAIRWOMAN ANDERSON: Mr. Frisch, if I may	03:31:55	18	read the previous motion that we voted	03:32:48
19	have Mr. Morgan just go ahead and respond	03:31:57	19	upon which carried. Go ahead.	03:32:51
20	to that one question, and then I'll take	03:31:59	20	MS. MUHLBERG: You're referring to motion	03:33:00
21	your point of clarification.	03:32:00	21	number 3 moved by Ms. Omeish and seconded	03:33:02
22	MR. MORGAN: If an objection would have been	03:32:03	22	by Laura Jane --	03:33:06
23	made that the motion made did not reflect	03:32:04	23	CHAIRWOMAN ANDERSON: Correct.	03:33:07
24	what -- the motion that was planned, it	03:32:07	24	MS. MUHLBERG: -- for the opt-out?	03:33:07
25	would have needed to be made at the time	03:32:09	25	CHAIRWOMAN ANDERSON: Yes.	03:33:09
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1	MS. MUHLBERG: Okay. Madame Chair, I move to	03:33:10	1	What I presented is what I have here	03:34:05
2	direct the superintendent to report to	03:33:12	2	in front of me, which is to require the	03:34:08
3	the school board on an opt-out process	03:33:13	3	test essay and SIS to be administered	03:34:11
4	for all eligible students effective with	03:33:20	4	locally at each middle school to all	03:34:13
5	the fall 20 -- 2022 school year, which	03:33:22	5	eligible students who meet the 3.5 GPA and	03:34:16
6	will include the expiration --	03:33:24	6	Algebra I requirements.	03:34:19
7	exploration of using a universal screener	03:33:26	7	That's what I read for the vote.	03:34:22
8	for all students in 7th or 8th grade to	03:33:28	8	MS. OMEISH: So there clearly is a --	03:34:28
9	identify eligible students for admissions	03:33:31	9	CHAIRWOMAN ANDERSON: And it goes on --	03:34:29
10	to TJ. To opt out would be to eliminate	03:33:33	10	MS. OMEISH: -- discrepancy. So there is a	03:34:30
11	oneself from consideration for TJ.	03:33:36	11	discrepancy.	03:34:30
12	MS. OMEISH: A point of order, Madame Chair.	03:33:39	12	CHAIRWOMAN ANDERSON: There is a discrepancy	03:34:31
13	CHAIRWOMAN ANDERSON: That is -- Thank you	03:33:42	13	but we voted on what I read, so I'm going	03:34:32
14	Ms. Omeish, go ahead.	03:33:43	14	to go ahead and --	03:34:35
15	MS. OMEISH: Yeah. That is not the motion I	03:33:45	15	MS. MUHLBERG: Then what is posted -- What is	03:34:36
16	read prior nor after we agreed to this	03:33:46	16	posted on BoardDocs is not what -- What	03:34:37
17	motion; and that is reflected --	03:33:49	17	is posted on BoardDocs, what we were	03:34:41
18	(overspeaking - unintelligible)		18	provided, is what I just read. So --	03:34:43
19	MS. OMEISH: -- all of us have and is the	03:33:52	19	CHAIRWOMAN ANDERSON: You read what was on	03:34:47
20	language I sent several days ago,	03:33:53	20	BoardDocs; but it is not -- What we	03:34:49
21	modifying what I sent months -- a month	03:33:55	21	voted upon was not what was on BoardDocs.	03:34:50
22	ago about this motion.	03:33:58	22	That's not what was posted. And from	03:34:52
23	CHAIRWOMAN ANDERSON: And I don't recall that	03:34:01	23	what I understand --	03:34:54
24	to be the motion that I read when I	03:34:02	24	PARTICIPANT: And that's --	03:34:55
25	presented the vote.	03:34:04	25	(Overspeaking - unintelligible)	

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1	CHAIRWOMAN ANDERSON: -- from Mr. Morgan	03:34:56	1	for tonight.	03:35:50
2	What I understand from Mr. Morgan is that	03:34:58	2	MS. MEREN: But which motion did we vote on?	03:35:51
3	it is not out of order because the	03:35:01	3	CHAIRWOMAN ANDERSON: We voted on, I will read	03:35:55
4	objection should have been raised during	03:35:03	4	it --	03:35:58
5	that vote.	03:35:05	5	MS. MEREN: The one in Board --	03:35:58
6	So, Ms. Meren, I have to move us	03:35:06	6	CHAIRWOMAN ANDERSON: -- once more --	03:36:00
7	along on the motion that is on the table	03:35:08	7	MS. MEREN: The one in BoardDocs,	03:36:00
8	at this point, which is the holistic	03:35:11	8	Dr. Anderson, or the one in the script?	03:36:01
9	review and the process to impact the 2027	03:35:15	9	CHAIRWOMAN ANDERSON: No. The one in the	03:36:03
10	class for a proportional representation.	03:35:18	10	script --	03:36:03
11	So do you have statements to make on	03:35:21	11	MS. MEREN: But that's not what --	03:36:04
12	that motion?	03:35:24	12	(Overspeaking - unintelligible)	
13	MS. MEREN: Nothing further than I already	03:35:26	13	CHAIRWOMAN ANDERSON: -- which is the one that	03:36:05
14	said.	03:35:27	14	I read.	03:36:06
15	But can I be clear so I can address	03:35:27	15	MS. MEREN: So can we -- Can we finish this	03:36:06
16	this after this motion is acted upon?	03:35:29	16	motion and then I'd like to please raise	03:36:07
17	CHAIRWOMAN ANDERSON: I'm sorry. Say that	03:35:33	17	it for the next one?	03:36:09
18	again?	03:35:34	18	CHAIRWOMAN ANDERSON: Okay. So we're going to	03:36:10
19	MS. MEREN: Nothing further than I already	03:35:35	19	finish this motion and I'm going to read	03:36:11
20	addressed for this active motion; but	03:35:36	20	the motion that is on the table and the	03:36:13
21	after this, then can I ask us to address	03:35:38	21	next speaker is Ms. Sizemore Heizer.	03:36:14
22	that previous motion?	03:35:42	22	The motion on the table at this	03:36:17
23	CHAIRWOMAN ANDERSON: I don't think so. That	03:35:44	23	point is: I move to establish that as	03:36:19
24	motion is closed. It's been voted upon	03:35:46	24	part of the holistic review process, by	03:36:21
25	and we have several more motions to go on	03:35:48	25	the process for the 2027 class, the top	03:36:23
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1	(audio distortion) percent of the 8th	03:36:27	1	MS. MUHLBERG: Yeah, it -- it's in -- The	03:37:33
2	grade class at each public middle school	03:36:30	2	changes are in the scripts but not on	03:37:34
3	in Fairfax County who meet minimum	03:36:32	3	BoardDocs, so it's hard to track.	03:37:39
4	standards based on GPA and core classes,	03:36:34	4	CHAIRWOMAN ANDERSON: You know what, folks, it	03:37:42
5	student (audio distortion) sheet, (audio	03:36:36	5	is 10:50. We have been going at this a	03:37:43
6	distortion) experience factor shall be	03:36:40	6	while. We have not taken a break. I	03:37:45
7	eligible for admission according to the	03:36:41	7	apologize. I -- I think I'm going to	03:37:47
8	percentage that is proportional to their	03:36:44	8	call for a 10-minute recess for us to	03:37:49
9	population. This reflects the existing	03:36:46	9	make the changes so that we have all of	03:37:52
10	holistic review plan, "both" calculates	03:36:48	10	the motions that are in the script be	03:37:54
11	allotments of gifted students but rather	03:36:50	11	reflected on BoardDocs to have a more	03:37:56
12	by region.	03:36:53	12	transparent discussion.	03:37:58
13	So going back to the point that	03:36:55	13	So I will call for a recess right	03:38:00
14	Mr. Morgan made just earlier, if there is	03:36:56	14	now, barring any objections; and when we	03:38:02
15	an objection to this motion that we're	03:36:59	15	return, Ms. Sizemore Heizer, you will be	03:38:04
16	discussing not having been the motion that	03:37:02	16	the next speaker.	03:38:06
17	is posted on BoardDocs, this can be raised	03:37:05	17	Let's come back at 11:00. Thank	03:38:07
18	now.	03:37:12	18	you.	03:47:04
19	PARTICIPANT: Dr. Anderson, my audio cut out	03:37:12	19	(10-minute recess.)	
20	Is it possible to send out that motion or	03:37:14	20	CHAIRWOMAN ANDERSON: So very quickly, we will	03:47:58
21	point to where that one that you read is	03:37:17	21	check -- we will have a quick attendance.	03:47:59
22	written so we can just read it.	03:37:22	22	Ms. Corbett Sanders?	03:48:05
23	(Overspeaking - unintelligible)		23	MS. CORBETT SANDERS: Yes, hello.	03:48:09
24	MALE VOICE: I re-sent it at 10 -- at 10:36.	03:37:25	24	CHAIRWOMAN ANDERSON: Ms. Cohen?	03:48:12
25	(Multiple voices overspeaking).	03:37:27	25	MS. COHEN: Here.	03:48:14

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1	CHAIRWOMAN ANDERSON: Ms. Derenak Kaufax?	03:48:15	1	a minute and then I will pick up with the	03:49:11
2	MS. DERENAK KAUFAX: Here.	03:48:16	2	next speaker, which is Ms. Sizemore	03:49:12
3	CHAIRWOMAN ANDERSON: Mr. Frisch?	03:48:17	3	Heizer.	03:49:17
4	MR. FRISCH: Here.	03:48:20	4	Bear with me while I get to that	03:49:17
5	CHAIRWOMAN ANDERSON: Ms. Keys-Gamarra?	03:48:21	5	space. I just had to scroll up here.	03:49:19
6	MS. KEYS-GAMARRA: Here.	03:48:24	6	MS. OMEISH: A point of order, Dr. Anderson.	03:49:21
7	CHAIRWOMAN ANDERSON: Ms. McLaughlin?	03:48:27	7	CHAIRWOMAN ANDERSON: Yes, Ms. Omeish.	03:49:24
8	MS. McLAUGHLIN: Here.	03:48:29	8	MS. OMEISH: It's, you know, your decision to	03:49:26
9	CHAIRWOMAN ANDERSON: Ms. Meren?	03:48:31	9	do whatever if you want to kill this; but	03:49:28
10	(No response.)		10	this has been modified -- You know, I	03:49:30
11	Ms. Omeish?	03:48:36	11	mean, I'm not sure what -- You know, the	03:49:33
12	MS. OMEISH: Here.	03:48:40	12	language on BoardDocs is not reflective	03:49:35
13	CHAIRWOMAN ANDERSON: Ms. Pekarsky?	03:48:40	13	of everything I'd shared and -- and what	03:49:36
14	MS. PEKARSKY: Here.	03:48:42	14	folks have reviewed and what we've	03:49:39
15	CHAIRWOMAN ANDERSON: Ms. Tholen?	03:48:43	15	discussed; but I do have something that	03:49:40
16	MS. THOLEN: I'm here. Thank you.	03:48:47	16	is reflective of that, though I believe	03:49:42
17	CHAIRWOMAN ANDERSON: Ms. Sizemore Heizer?	03:48:49	17	we have been removed from edit access	03:49:45
18	MS. SIZEMORE HEIZER: I'm here. Thank you.	03:48:52	18	into the script; so I'm no longer able to	03:49:46
19	CHAIRWOMAN ANDERSON: And Ms. Meren?	03:48:54	19	share it.	03:49:48
20	(No response.)		20	CHAIRWOMAN ANDERSON: Yes. I want to share	03:49:48
21	Okay. Ms. Meren has not returned.	03:48:59	21	with you that the motion that has been	03:49:51
22	So we do have quorum; so we are going to	03:49:01	22	moved and seconded has now -- is now	03:49:54
23	continue.	03:49:03	23	reflected in BoardDocs; so that's what's	03:49:57
24	The motion that is on the table at	03:49:04	24	under consideration at this point.	03:49:59
25	this point is one that I will read in just	03:49:07	25	So, now what you shared earlier	03:50:01
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1	matches what is on BoardDocs.	03:50:03	1	recognize Ms. Sizemore Heizer; so if	03:50:51
2	MS. OMEISH: Yeah. And BoardDocs --	03:50:06	2	you'd like to make any amendments, raise	03:50:53
3	CHAIRWOMAN ANDERSON: BoardDocs has been	03:50:07	3	your hand; because as it stands right	03:50:55
4	revised.	03:50:08	4	now, this has been the discussion.	03:50:57
5	MS. OMEISH: Right. And -- and I believe the	03:50:09	5	Ms. Sizemore Heizer?	03:50:59
6	discrepancy, you know, for -- for all	03:50:10	6	MS. SIZEMORE HEIZER: All right. Just to	03:51:00
7	kinds of reasons is reflected in a way --	03:50:14	7	clarify, I am speaking to Ms. Omeish's	03:51:01
8	I hadn't understood that this was	03:50:18	8	original motion about the 2027	03:51:03
9	changed; and despite, you know, what I	03:50:20	9	proportional representation, just to --	03:51:06
10	shared with you guys, which is consistent	03:50:23	10	(Laughing - unintelligible)	
11	with what is reflected in BoardDocs now	03:50:24	11	CHAIRWOMAN ANDERSON: That is right. And	03:51:09
12	and for that reason I'm amenable to the	03:50:26	12	was going to read it and then I got	03:51:10
13	adjustment that I have that I'm not able	03:50:29	13	stopped; so I forgot to read it.	03:51:13
14	to add right now.	03:50:31	14	MS. SIZEMORE HEIZER: Yes, no. You're fine.	03:51:14
15	CHAIRWOMAN ANDERSON: Yes. That -- Yes.	03:50:33	15	CHAIRWOMAN ANDERSON: I'll read it for	03:51:15
16	We're not going to be able to add an	03:50:34	16	everybody. It is: I move to establish	03:51:15
17	adjustment because we have an amendment	03:50:36	17	that as part of the holistic review	03:51:19
18	on the table that we're discussing.	03:50:37	18	process by the process for the 2027	03:51:20
19	If you want to amend the amendment	03:50:39	19	class, the top percent of the 8th grade	03:51:24
20	then you're free to do that; but I'd like	03:50:41	20	class at each public middle school in	03:51:27
21	to go ahead and recognize Ms. Sizemore	03:50:43	21	Fairfax County who meet minimum standards	03:51:29
22	Heizer, because you were up for a point of	03:50:45	22	based on GPA and core classes, student	03:51:31
23	clarification for a point of order.	03:50:47	23	portrait sheet, problem-solving essay,	03:51:34
24	MS. OMEISH: Yes. Yes. Thank you.	03:50:49	24	and experience factors shall be eligible	03:51:36
25	CHAIRWOMAN ANDERSON: I am -- I am going to	03:50:50	25	for admissions according to the	03:51:39

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1	percentage that is proportional to their	03:51:41	1	to address some of those concerns; but	03:52:35
2	population. This reflects the	03:51:42	2	this motion and the level of	03:52:37
3	holistic -- the existing holistic review	03:51:44	3	prescriptiveness has me significantly	03:52:40
4	plan while calculates allotments of	03:51:46	4	concerned for many reasons; and I don't	03:52:43
5	gifted students by school rather than by	03:51:48	5	know if we -- I, at least, don't feel	03:52:46
6	region.	03:51:51	6	like I've had the chance to hear from our	03:52:48
7	And our clerks are making the	03:51:52	7	staff regarding all the implications of	03:52:53
8	adjustments so that this language is	03:51:53	8	this. And so I don't think at this point	03:52:56
9	reflected in BoardDocs.	03:51:55	9	we should be supporting it.	03:53:00
10	Ms. Sizemore Heizer, your three	03:51:57	10	I do think I agree with Ms. Meren.	03:53:01
11	minutes begin now.	03:51:58	11	We made a lot of changes. We're going to	03:53:03
12	MS. SIZEMORE HEIZER: Yeah. I'll -- I'll be	03:52:02	12	be reviewing this, be getting metrics; so	03:53:05
13	honest. I -- I have a lot of concerns	03:52:03	13	let's just take a look at where metrics	03:53:07
14	about this motion. I -- I don't know	03:52:06	14	take us and then decide what additional	03:53:09
15	how we get to 2027. I think it's very	03:52:11	15	steps we may need to do to have	03:53:11
16	prescriptive.	03:52:14	16	aspirational goals. But this is so	03:53:13
17	I mean, TJ's a STEM school. It's	03:52:14	17	prescriptive for a STEM school, that I --	03:53:15
18	not just a sort of a gifted or advanced	03:52:17	18	I'm uncomfortable with this, at least with	03:53:18
19	school. It's a very specific and	03:52:21	19	not -- not having a chance to have some	03:53:20
20	particular purpose; and so, you know, I	03:52:23	20	really deep dive conversations with staff	03:53:22
21	understand that -- I very much believe	03:52:25	21	regarding all the different concepts and	03:53:25
22	that we are missing talent at schools and	03:52:27	22	implications.	03:53:30
23	we need to -- and do -- and I think we've	03:52:29	23	So I appreciate the -- the thought,	03:53:31
24	done good work tonight to -- to start to	03:52:31	24	but I don't think this is quite the right	03:53:34
25	address some of those concerns or continue	03:52:34	25	way to go at this moment.	03:53:35
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1	CHAIRWOMAN ANDERSON: Thank you. Our next	03:53:37	1	MS. OMEISH: I am happy to do that in a	03:54:32
2	speaker is -- Now we are in go-backs.	03:53:41	2	moment.	03:54:37
3	Ms. Omeish, you have 90 seconds.	03:53:45	3	Give me one second.	03:54:38
4	MS. OMEISH: Sorry. It's not coming up. I	03:53:50	4	PARTICIPANT: I forwarded it.	03:54:39
5	was just gonna suggest amending this to	03:53:53	5	MS. OMEISH: You have it? All right. Thank	03:54:41
6	reflect what we are looking for here.	03:53:56	6	you.	03:54:43
7	CHAIRWOMAN ANDERSON: This is a good time for	03:53:59	7	MS. MUHLBERG: I forwarded it to	03:54:44
8	you to have an amendment because it no	03:54:00	8	(unintelligible) --	03:54:45
9	longer belongs to you. It's to the body.	03:54:01	9	MS. OMEISH: Okay.	03:54:46
10	So please go ahead and offer an	03:54:03	10	CHAIRWOMAN ANDERSON: Thank you. Please go	03:54:46
11	amendment.	03:54:06	11	ahead and read it, Ms. Omeish.	03:54:47
12	MS. OMEISH: All right. I believe it will be	03:54:07	12	MS. OMEISH: It's to change -- I move to	03:54:50
13	reflected shortly. I just sent it to the	03:54:10	13	amend the language of this to reflect a	03:54:52
14	clerk.	03:54:12	14	amend -- a motion to move to establish a	03:54:56
15	But I move to establish -- So this	03:54:12	15	goal of equitable representation by	03:54:58
16	ultimately is -- is scratching most of the	03:54:15	16	middle school for the class of the 2027	03:55:01
17	language to -- to have the same	03:54:17	17	cohort.	03:55:04
18	substantive purpose which is I move --	03:54:19	18	CHAIRWOMAN ANDERSON: Thank you. Is there a	03:55:04
19	CHAIRWOMAN ANDERSON: Just -- Ms. Omeish, I	03:54:20	19	second for this amendment?	03:55:05
20	will need for you to read it verbatim.	03:54:21	20	Thank you, Ms. Cohen [sic].	03:55:10
21	MS. OMEISH: I already --	03:54:25	21	So now we're going to be speaking on	03:55:12
22	CHAIRWOMAN ANDERSON: Did you send it to the	03:54:26	22	this amendment, which is: I move to	03:55:14
23	board as well? Did you e-mail it to	03:54:27	23	establish a goal of equitable	03:55:16
24	everyone or so the clerk can get it	03:54:29	24	representation by middle school for the	03:55:18
25	posted?	03:54:32	25	class -- for the class -- for the 2027	03:55:21

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1	class.	03:55:24	1	our ability to assess and identify talent	03:56:14
2	That is the motion on the table at	03:55:25	2	as we've had those conversations with the	03:56:17
3	this point. Speakers to that motion?	03:55:27	3	AAP and now here. That's simply	03:56:19
4	Ms. Omeish, please speak to your	03:55:30	4	reflective of those conversations.	03:56:21
5	motion.	03:55:33	5	And, finally, where he know that	03:56:22
6	MS. OMEISH: Thank you. Colleagues, you know	03:55:33	6	there's a percentage that is generally	03:56:24
7	I -- I appreciate the concern and the	03:55:36	7	talented or exhibits these qualities in	03:56:27
8	conversation about what was reflected in	03:55:38	8	any student population; so no matter where	03:56:30
9	BoardDocs and not.	03:55:40	9	we are in the county, now that we're gonna	03:56:32
10	I just want to say, you know, the	03:55:40	10	folks opting out and hopefully screening	03:56:34
11	language previously listed in BoardDocs at	03:55:42	11	on a more broad scale, we will have a	03:56:37
12	this point is not the language I provided	03:55:44	12	certain talented pool emerge; and I want	03:56:41
13	nor is it what I discussed with everyone;	03:55:46	13	to make sure that no matter where a kid	03:56:43
14	but I'm happy to now understand reason to	03:55:48	14	is, again, as I said earlier, there is no	03:56:45
15	bring us here.	03:55:50	15	difference in their chance of getting in.	03:56:47
16	Ultimately, when we had our	03:55:52	16	So that's -- That's what I'll leave	03:56:49
17	conversations way back in the work	03:55:53	17	it to.	03:56:50
18	sessions, we discussed, you know, the idea	03:55:55	18	Thank you.	03:56:51
19	of thinking about school, region, we	03:55:58	19	CHAIRWOMAN ANDERSON: Thank you.	03:56:51
20	talked about pyramid. This is an	03:55:59	20	Ms. Cohen, would you like to speak	03:56:52
21	opportunity that reflects all of those	03:56:01	21	to your second?	03:56:53
22	conversations and everyone who shared the	03:56:04	22	MS. COHEN: Nothing to add, Madame Chair	03:56:55
23	importance of looking at this in a more	03:56:06	23	CHAIRWOMAN ANDERSON: Thank you.	03:56:57
24	local way, again similar to the AAP set-up	03:56:07	24	Ms. Keys-Gamarra, please speak to	03:56:59
25	we have and the ability -- and enhancing	03:56:11	25	this new motion.	03:57:01
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1	MS. KEYS-GAMARRA: Yes. Just briefly,	03:57:04	1	read "proportional."	03:58:06
2	Ms. Omeish, I -- I think I hear you	03:57:06	2	What's the difference in the -- how	03:58:08
3	saying that you are setting a goal of	03:57:09	3	that -- the implementation of that phrase?	03:58:12
4	this proportional representation in every	03:57:12	4	You know, how does -- What's the	03:58:14
5	middle school; which, if that is correct,	03:57:14	5	difference between what "equitable" means?	03:58:16
6	then I can fully support it.	03:57:16	6	It's a really broad phrase, whereas	03:58:19
7	CHAIRWOMAN ANDERSON: Thank you.	03:57:19	7	opposed -- How does it relate to	03:58:21
8	I do not see any other speakers to	03:57:22	8	"proportional," which is the previous	03:58:22
9	this motion.	03:57:24	9	motion? I would say --	03:58:24
10	No. Ms. Corbett Sanders, go ahead.	03:57:25	10	CHAIRWOMAN ANDERSON: Ms. Omeish --	03:58:25
11	And, folks, we are going to shorten	03:57:28	11	MS. SIZEMORE HEIZER: -- equitable is	03:58:25
12	this a little bit; because the concept of	03:57:30	12	proportional or what is the intent here?	03:58:26
13	the motion is largely the same. So please	03:57:31	13	CHAIRWOMAN ANDERSON: Ms. Omeish, would you	03:58:28
14	be super succinct, if possible.	03:57:35	14	like to respond?	03:58:29
15	Ms. Corbett Sanders and then	03:57:37	15	MS. OMEISH: Sure. As we've been saying, our	03:58:35
16	Ms. Sizemore Heizer.	03:57:38	16	goal is to ensure that there's equitable	03:58:38
17	MS. CORBETT SANDERS: Because the -- the	03:57:41	17	representation, no matter where you are	03:58:40
18	re-writing of the motion sets the motion	03:57:43	18	in the county, such that your chances of	03:58:41
19	as a goal, as an aspirational goal, I can	03:57:44	19	getting in are not hindered by where you	03:58:43
20	support this motion.	03:57:49	20	are.	03:58:47
21	CHAIRWOMAN ANDERSON: Thank you.	03:57:51	21	The -- The key here is we're	03:58:47
22	Ms. Sizemore Heizer.	03:57:52	22	starting with the 1.5 percent. We're	03:58:48
23	MS. SIZEMORE HEIZER: Yes. One, the change in	03:57:59	23	gonna learn where that directs us, and	03:58:51
24	motion language now reads "equitable	03:58:00	24	within the three years we should be in a	03:58:53
25	representation" whereas the previous one	03:58:03	25	place where that per -- that -- that	03:58:54

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1	likelihood is not altered by where you	03:58:58	1	know, when we're looking at metrics for	03:59:48
2	live.	03:59:01	2	this, when we're looking at directing the	03:59:50
3	So however you want to define that,	03:59:01	3	superintendent to do something, what are	03:59:52
4	how -- whatever label you want to put on	03:59:03	4	we looking to have happen here?	03:59:54
5	that, that's the goal.	03:59:05	5	And then when you say,	03:59:56
6	MS. SIZEMORE HEIZER: I guess I'm just really	03:59:08	6	"representation," are you saying just	03:59:57
7	confused. I mean, this is very -- this	03:59:08	7	literally, like -- I mean, "equitable	03:59:59
8	is really broad and kind of vague to me,	03:59:10	8	representation" can mean every middle	04:00:02
9	and that's why I'm trying to desperately	03:59:12	9	school has representation. "Equitable	04:00:04
10	understand what it is that we're voting	03:59:14	10	representation" can mean every middle	04:00:06
11	on here. You know, what are the metrics	03:59:16	11	school has a proportion of the population.	04:00:08
12	we're using to determine equitable	03:59:19	12	"Equitable representation" can mean many	04:00:10
13	representation? What's the -- the end	03:59:20	13	things. So I'm trying to figure out what	04:00:12
14	goal here?	03:59:23	14	does it mean here? This seems very vague.	04:00:14
15	I mean, I hear what you're saying,	03:59:23	15	In my lawyer terms, it seems overly broad	04:00:18
16	that, you know, wherever you live across	03:59:25	16	and vague; and so I'm trying to wrap my	04:00:20
17	the county shouldn't impact, you know,	03:59:27	17	head around this motion.	04:00:22
18	your ability to -- to get into TJ if you,	03:59:30	18	CHAIRWOMAN ANDERSON: Thank you. Ms. Omeish,	04:00:24
19	you know, meet the qualifications and all	03:59:32	19	do you have any new information to share	04:00:25
20	the other pieces of it; but I just don't	03:59:34	20	with Ms. Sizemore Heizer or have you --	04:00:28
21	understand what you're trying to get at	03:59:38	21	MS. OMEISH: I -- I would just ask Mr. Foster	04:00:30
22	here with the goal.	03:59:41	22	to actually step in here and -- and help	04:00:32
23	I think we all have a goal of	03:59:42	23	elucidate this point.	04:00:35
24	equity, you know, and equitable access.	03:59:43	24	CHAIRWOMAN ANDERSON: Mr. Foster, can you add	04:00:38
25	So I'm just puzzled. I want to know, you	03:59:46	25	to this dialogue?	04:00:40
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1	MR. FOSTER: Yeah. You know, I -- Just to	04:00:42	1	means. If it -- if it's just saying:	04:01:47
2	speak generally, you know, I -- I think	04:00:44	2	Well, we have a goal of being equitable	04:01:49
3	that in working with Ms. Omeish on	04:00:46	3	by 2027, don't we have a goal of being	04:01:50
4	this -- on this current amendment, you	04:00:48	4	equitable now? Like that's where I'm	04:01:53
5	know, the goal, as has been noted, is	04:00:52	5	just -- I -- You know, we -- I think	04:01:56
6	aspirational with, you know, an equitable	04:00:54	6	this is a conversation with staff.	04:01:57
7	representation per middle school but not	04:00:59	7	I would love to hear more from staff	04:02:00
8	to be obtained until 2027. And so it's	04:01:03	8	as to what they read into this, or what	04:02:01
9	something that's clearly gonna have to	04:01:07	9	they -- I don't know if they should read	04:02:03
10	be worked through as the board and the	04:01:08	10	into this, but what they -- how they	04:02:05
11	superintendent staff move forward into	04:01:10	11	interpreted this. It just is a -- I	04:02:06
12	the future on this; and that's -- that's	04:01:13	12	don't know. I'm -- I don't think -- I	04:02:09
13	really it for now.	04:01:16	13	wish this had come up earlier. I wish	04:02:10
14	It -- You know, it's -- Anyway,	04:01:19	14	someone had had a conversation with me	04:02:12
15	I -- I hope that that's been responsive;	04:01:22	15	earlier about this. But it -- It's -- I	04:02:14
16	but that -- that is what I understand the	04:01:24	16	don't know.	04:02:17
17	purpose to be.	04:01:25	17	CHAIRWOMAN ANDERSON: Thank you, Ms. Sizemore	04:02:17
18	CHAIRWOMAN ANDERSON: Thank you. Ms. Sizemore	04:01:28	18	Heizer.	04:02:19
19	Heizer, do you have any additional	04:01:29	19	MS. SIZEMORE HEIZER: Okay.	04:02:19
20	questions?	04:01:32	20	CHAIRWOMAN ANDERSON: Ms. McLaughlin, go	04:02:20
21	MS. SIZEMORE HEIZER: I guess I -- I am having	04:01:33	21	ahead.	04:02:23
22	a difficult time voting on this without	04:01:35	22	MS. McLAUGHLIN: Yes. I'm very mindful that	04:02:24
23	having a chance to have any conversation,	04:01:39	23	it's 11:15 at night and I really	04:02:26
24	again, a deep dive with staff to	04:01:43	24	apologize that I feel such a need to	04:02:30
25	understand the implications and what this	04:01:45	25	weigh in.	04:02:32

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1	Again, Ms. Omeish's intentions are	04:02:34	1	every single thing we can think of that	04:03:43
2	good; but Ms. Sizemore Heizer's correct	04:02:38	2	hasn't been vetted in a work session. And	04:03:45
3	I feel that all of the extensive	04:02:41	3	good intentions with bad -- you know,	04:03:49
4	conversation that this board has given	04:02:43	4	badly written language or just not clear	04:03:53
5	publicly to the superintendent with each	04:02:45	5	language, it's not good legislation. We	04:03:56
6	other is we want equity of opportunity.	04:02:47	6	shouldn't be doing this at this time of	04:03:58
7	Plain and simple.	04:02:50	7	night after everything that's happened.	04:04:00
8	We're now sitting here going round	04:02:51	8	CHAIRWOMAN ANDERSON: Thank you. I see that	04:04:03
9	and round on language that is not easily	04:02:54	9	we have one hand up for a go-back. No.	04:04:07
10	necessarily clear and understood or how	04:02:58	10	I will go to -- No, I think everybody	04:04:09
11	people are going to interpret it in terms	04:03:04	11	whose hand is up has had a chance to	04:04:12
12	of staff and implementing it.	04:03:07	12	speak.	04:04:15
13	Ms. Hizemer -- Ms. Sizemore Heizer	04:03:09	13	We will now do go-backs and then we	04:04:15
14	I thank you for just saying it well. We	04:03:11	14	will call for the vote.	04:04:17
15	want equity of opportunity now, across all	04:03:13	15	Ms. Keys-Gamarra, followed by	04:04:20
16	of our middle schools. Let's stop doing	04:03:15	16	Ms. Cohen.	04:04:21
17	this to each other at this time of night	04:03:18	17	MS. KEYS-GAMARRA: Yeah, just briefly. This	04:04:24
18	and, please, we've done some really good	04:03:21	18	board has set aspirational goals before.	04:04:27
19	changes. At this point, let's work with	04:03:25	19	I guess I'm puzzled as to why this is so	04:04:31
20	the superintendent to put them in place,	04:03:28	20	difficult. Yes, it is true we want	04:04:38
21	see the results, and continue to refine	04:03:30	21	equity now; however, if truth be told, we	04:04:44
22	and improve the TJ admissions process.	04:03:33	22	do not have it.	04:04:45
23	But at 11:15 at night, there's no	04:03:34	23	So, today, we are setting goals to	04:04:46
24	way -- I hope everyone, please don't	04:03:38	24	achieve that. I think that's appropriate.	04:04:48
25	support this. We need to stop putting in	04:03:41	25	I really don't see why it's complicated.	04:04:51
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1	And I think that Ms. Omeish is trying to	04:04:55	1	is definitely not a last-minute notion.	04:05:55
2	follow the guidance she has received from	04:04:58	2	While I understand that this amendment is	04:05:58
3	our staff members and our legal counsel	04:05:01	3	a change in parsing out the wording and	04:06:03
4	with respect to language that can be	04:05:03	4	making it more aspirational, which I'm	04:06:04
5	appropriately used.	04:05:05	5	supportive of. I do feel the need to just	04:06:08
6	So I think this will also be covered	04:05:06	6	step in and say Ms. Omeish has been	04:06:11
7	in any annual (audio distortion) reports	04:05:09	7	talking about this and sending us this	04:06:14
8	should additional motions pass; but it	04:05:11	8	information since before Thanksgiving, and	04:06:16
9	will also give us a marker to say: This	04:05:15	9	I just -- I don't -- I don't want people	04:06:19
10	is what we were looking for back in 2020	04:05:17	10	to think that this is like a	04:06:21
11	when we decided to tackle these issues.	04:05:21	11	fly-by-the-seat-of-your-pants kinda thing.	04:06:22
12	So that is how I'm seeing it and	04:05:24	12	This has definitely been intentional	04:06:25
13	that is why I'm supporting it.	04:05:25	13	thoughtful advocacy from Ms. Omeish for	04:06:27
14	Thank you.	04:05:28	14	months and months.	04:06:30
15	CHAIRWOMAN ANDERSON: Thank you.	04:05:28	15	So thanks.	04:06:31
16	Ms. Cohen and then the vote.	04:05:29	16	CHAIRWOMAN ANDERSON: Thank you. The vote on	04:06:33
17	MS. COHEN: I just wanted to make sure, so the	04:05:33	17	the amendment, which is: I move to	04:06:34
18	public knows, Ms. Omeish has been talking	04:05:36	18	establish a goal of equitable	04:06:36
19	about this since the very first work	04:05:38	19	representation by a middle school for the	04:06:37
20	session that we had on TJ months and	04:05:41	20	2027 class. All those who can be in	04:06:40
21	months and months ago, and has brought it	04:05:43	21	favor of this amendment at this time,	04:06:43
22	up literally every single TJ meeting that	04:05:46	22	please raise your hands.	04:06:46
23	we've had.	04:05:50	23	We have Ms. Keys-Gamarra, Ms. Cohen,	04:06:48
24	So I do feel the need to step in	04:05:51	24	Mr. Frisch, Ms. Omeish, Ms. Corbett	04:06:50
25	and -- and defend her a little bit. This	04:05:53	25	Sanders, and we have myself, and	04:06:53

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1	Ms. Pekarsky.	04:06:58	1	factors shall be eligible for admissions	04:08:00
2	That's one, two, three, four, five,	04:07:00	2	according to the percentage that is	04:08:02
3	six, seven -- that is seven.	04:07:02	3	proportional to their population. This	04:08:03
4	All of those who are opposed?	04:07:03	4	will reflect the existing holistic review	04:08:05
5	Ms. McLaughlin, Ms. Meren,	04:07:09	5	plan, will calculate the allotment of	04:08:07
6	Ms. Tholen, Ms. Derenak Kaufax.	04:07:11	6	gifted students by school rather than by	04:08:08
7	Please lower your hands. All of	04:07:15	7	region.	04:08:10
8	those abstaining?	04:07:16	8	All in favor of this motion?	04:08:11
9	Ms. Sizemore Heizer.	04:07:22	9	FEMALE VOICE: Ms. -- Dr. Anderson --	04:08:13
10	Thank you. The motion will carry.	04:07:24	10	MALE VOICE: Point of order --	04:08:14
11	And now we will go to the original	04:07:26	11	FEMALE VOICE: Point of order.	04:08:15
12	amendment -- I'm sorry, to the original	04:07:28	12	CHAIRWOMAN ANDERSON: Go ahead.	04:08:17
13	motion. This is the amendment that we	04:07:30	13	MALE VOICE: Madame Chair, the -- the motion	04:08:18
14	just voted upon. The original amendment	04:07:32	14	on the table is the amendment motion and	04:08:20
15	[sic], I will read what that is. We still	04:07:34	15	not the original.	04:08:23
16	need to vote on that. I'm hoping, folks,	04:07:36	16	CHAIRWOMAN ANDERSON: Right. The amended	04:08:24
17	that we're kind of clear in terms of how	04:07:39	17	motion which is to establish the goal was	04:08:25
18	to proceed here, which is: I move to	04:07:41	18	voted upon.	04:08:28
19	establish and as part of the holistic	04:07:45	19	MALE VOICE: Right.	04:08:30
20	review by the process of the 2027 class,	04:07:46	20	CHAIRWOMAN ANDERSON: And that passed.	04:08:30
21	top percent of the 8th grade class at each	04:07:49	21	MALE VOICE: And that replaces -- That	04:08:31
22	public school in Fairfax County who meet	04:07:52	22	replaces the motion that it was amending.	04:08:32
23	the minimum standards based on GPA and	04:07:54	23	CHAIRWOMAN ANDERSON: So we're good. Thank	04:08:35
24	core classes, student portrait sheets,	04:07:56	24	you. I'm glad you --	04:08:36
25	problem-solving essay and experience	04:07:58	25	MALE VOICE: No.	04:08:37
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1	CHAIRWOMAN ANDERSON: Thank you for --	04:08:38	1	for the class -- for the 2027 class. I'm	04:09:21
2	MALE VOICE: Hang on. Now we -- now we have	04:08:38	2	sorry, Ms. -- One second, Ms. McLaughlin	04:09:25
3	to -- We voted to amend it and now we	04:08:41	3	Mr. Foster, your hand is up?	04:09:28
4	have to vote -- it's basically voting on	04:08:43	4	MR. FOSTER: I'm sorry, Madame Chair. My	04:09:33
5	it again; but --	04:08:45	5	points have been addressed. Thank you.	04:09:36
6	CHAIRWOMAN ANDERSON: Right.	04:08:46	6	CHAIRWOMAN ANDERSON: Thank you.	04:09:39
7	MALE VOICE: -- we have to vote on it --	04:08:46	7	Ms. McLaughlin, go ahead and speak	04:09:39
8	CHAIRWOMAN ANDERSON: Voting twice.	04:08:48	8	to that motion.	04:09:42
9	MALE VOICE: We have to vote on the motion as	04:08:48	9	MS. McLAUGHLIN: Yes. Just a point of	04:09:45
10	amended.	04:08:50	10	clarification, because I appreciate the	04:09:46
11	CHAIRWOMAN ANDERSON: Okay. So let's vote on	04:08:50	11	thoughtfulness that my colleague,	04:09:49
12	the motion as amended to reflect --	04:08:52	12	Ms. Cohen wanted to clarify about	04:09:51
13	FEMALE VOICE: Dr. Anderson, point of order.	04:08:53	13	Ms. Omeish; but I would like to add the	04:09:53
14	I have my hand up because we amended a	04:08:55	14	context of my concern for myself as a	04:09:56
15	motion and now I want to speak to the	04:08:58	15	board member voting and for the public	04:10:00
16	new, revised motion.	04:09:00	16	who is trying to understand the action	04:10:02
17	CHAIRWOMAN ANDERSON: Hold on a second. Let	04:09:03	17	before the board tonight.	04:10:04
18	me go ahead and put it on the table	04:09:04	18	Nothing was posted until 4:30; and	04:10:06
19	properly then.	04:09:08	19	until a board member posts -- formally	04:10:09
20	Okay. I will -- I just need to	04:09:09	20	posts their action item to BoardDocs,	04:10:13
21	properly put it on the table because I did	04:09:11	21	there is no way for board members to know	04:10:16
22	not do that previously.	04:09:12	22	what is actually going to be before us and	04:10:20
23	What we are now voting as the main	04:09:14	23	who to then speak to each other.	04:10:22
24	motion now is to establish a goal of	04:09:16	24	So while I appreciate that	04:10:24
25	equitable representation by middle school	04:09:19	25	Ms. Omeish has talked about this in -- in	04:10:25

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1	work sessions, the bottom line is that	04:10:29	1	Mr. Frisch, Ms. Cohen, Ms. Corbett	04:11:22
2	board members, it's not listed. I	04:10:32	2	Sanders, Ms. Omeish, myself,	04:11:24
3	certainly would have been happy to speak	04:10:34	3	Ms. Pekarsky -- six. And we have six.	04:11:30
4	to everyone to say my professional	04:10:36	4	Okay. All of those against this	04:11:38
5	concerns, as a former admissions officer,	04:10:38	5	motion?	04:11:45
6	her well-intentioned language, being a	04:10:40	6	Ms. Tholen, Ms. McLaughlin,	04:11:47
7	goal or otherwise, and I just wanted that	04:10:43	7	Ms. Derenak Kaufax, Ms. Meren.	04:11:48
8	important context there.	04:10:46	8	All of those abstaining?	04:11:51
9	'Cause it's not that I'm trying to	04:10:47	9	Ms. Sizemore Heizer. Thank you.	04:11:57
10	come down hard on Ms. Omeish. I'm more	04:10:49	10	I did not record a vote for	04:12:00
11	concerned about what this is reflective	04:10:51	11	Ms. Keys-Gamarra. Is she still with us?	04:12:02
12	for the -- for the evening as a whole and	04:10:53	12	'Cause I know everybody's been jumping on	04:12:04
13	the public watching, that for many of us,	04:10:56	13	and off.	04:12:07
14	until it's posted, we don't know what	04:10:58	14	Ms. Keys-Gamarra?	04:12:07
15	we're going to having as action items.	04:11:00	15	MS. KEYS-GAMARRA: Yes. I voted in the first	04:12:08
16	And everything came at 4:30 this evening	04:11:02	16	group.	04:12:11
17	CHAIRWOMAN ANDERSON: Thank you	04:11:06	17	CHAIRWOMAN ANDERSON: Oh, okay. I did not see	04:12:11
18	Ms. McLaughlin.	04:11:06	18	your hand. So that will be seven. So	04:12:12
19	Mr. -- Okay. We have no more	04:11:08	19	the motion will carry.	04:12:14
20	hands. We are now calling for the vote.	04:11:10	20	Okay. We're moving on. I now call	04:12:18
21	I'm calling on the vote on: I move	04:11:12	21	on Ms. Cohen for a motion, for a follow-on	04:12:20
22	to establish a goal of equitable	04:11:14	22	motion. Ms. Cohen, are you still with us?	04:12:25
23	representation by middle school for the	04:11:16	23	MS. COHEN: Sorry. I'm just trying to pull it	04:12:33
24	2027 class.	04:11:18	24	up now that I --	04:12:38
25	All those in favor?	04:11:19	25	CHAIRWOMAN ANDERSON: I'm a little -- I'm a	04:12:39
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1	little on edge regarding our	04:12:40	1	motion.	04:13:55
2	connectivity. I just do that every time	04:12:42	2	MS. COHEN: Yes. We have talked an awful lot	04:13:55
3	when someone doesn't respond, they're	04:12:43	3	about what the applicant pool looks like	04:13:57
4	kicked off.	04:12:45	4	and how we just don't have a lot of	04:14:01
5	MS. COHEN: I'm a little on edge now that our	04:12:46	5	applicants from our underrepresented	04:14:03
6	BoardDocs access changed, so I just want	04:12:48	6	schools, from underrepresented	04:14:05
7	to make sure that I'm reading the right	04:12:51	7	populations, and we have continued to	04:14:07
8	thing.	04:12:57	8	press staff about how outreach will be	04:14:12
9	I -- Okay. Sorry. It's trying	04:12:58	9	conducted; and the goal with this motion	04:14:14
10	to kick me out of our script, so I am	04:13:00	10	is: How do we measure success in	04:14:17
11	doing my best.	04:13:04	11	outreach efforts?	04:14:20
12	I move to amend the family outreach/	04:13:06	12	And so these are some prescriptive	04:14:21
13	communication plan to include: Number of	04:13:08	13	ideas that we had on how to measure what	04:14:24
14	middle school students by grade interested	04:13:12	14	the impact of the outreach that is done by	04:14:30
15	in attending TJHSST, number of families	04:13:15	15	FCPS staff to get kids interested in in	04:14:33
16	who attend TJHSST outreach meetings,	04:13:19	16	applying to TJ.	04:14:36
17	number of applicants from first-time	04:13:23	17	CHAIRWOMAN ANDERSON: Thank you. Ms. Meren	04:14:41
18	non-legacy families, number of applicants	04:13:26	18	would you like to speak to your second?	04:14:42
19	from underrepresented student populations,	04:13:30	19	MS. MEREN: Yeah. Briefly, I just think it's	04:14:44
20	climate survey of TJHHST [sic] students,	04:13:33	20	important to lay out some metrics and	04:14:45
21	and parent engagement survey.	04:13:38	21	data that we want to start collecting; so	04:14:47
22	CHAIRWOMAN ANDERSON: Is there a second?	04:13:44	22	I think this is an important component of	04:14:50
23	MS. MEREN: Yes, I second.	04:13:48	23	the admissions update.	04:14:52
24	CHAIRWOMAN ANDERSON: Thank you, Ms. Meren	04:13:49	24	CHAIRWOMAN ANDERSON: Thank you. Any other	04:14:55
25	Ms. Cohen, please speak to your	04:13:51	25	speakers to this motion?	04:14:56

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1	Seeing none, I will now call for the	04:14:59	1	have any problems.	04:15:58
2	vote on this motion which is: To amend	04:15:01	2	CHAIRWOMAN ANDERSON: It is not.	04:15:59
3	the family outreach communication plan to	04:15:04	3	MS. KEYS-GAMARRA: Okay. One second. I'm	04:16:00
4	include number of middle school students	04:15:06	4	sorry. I lost my spot. So many motions.	04:16:02
5	by grade interested in attending, number	04:15:08	5	Okay.	04:16:15
6	of families who attend TJ outreach	04:15:11	6	All right. I move to direct the	04:16:16
7	meetings, number of applicants from	04:15:13	7	superintendent to provide an annual report	04:16:18
8	first-time non-legacy families, number of	04:15:14	8	to the board on TJ admissions to include:	04:16:20
9	applicants from underrepresented student	04:15:16	9	Diversity of admitted class, attrition	04:16:23
10	populations, climate survey of TJ students	04:15:18	10	rates and reasons for students not	04:16:25
11	and parent engagement survey.	04:15:22	11	attending or leaving the school,	04:16:27
12	All of those in favor?	04:15:24	12	remediation efforts, STEM class offerings	04:16:29
13	We have Ms. Pekarsky, Mr. Frisch,	04:15:27	13	and participation in enrichment clubs.	04:16:32
14	Ms. Corbett Sanders, Ms. Tholen,	04:15:29	14	The preparation of this report will	04:16:34
15	Ms. Sizemore Heizer, Ms. Keys-Gamarra,	04:15:30	15	include input from the chief equity	04:16:36
16	Ms. Cohen, Ms. Derenak Kaufax, Ms. Meren,	04:15:33	16	officer on the ongoing efforts to enhance	04:16:39
17	Ms. Omeish, Ms. McLaughlin and myself.	04:15:36	17	and diversify the educational environment	04:16:42
18	That is unanimous. The motion	04:15:39	18	of TJ and input from stakeholders and	04:16:44
19	carries.	04:15:42	19	community members including from the	04:16:46
20	And I'll call on Ms. Keys-Gamarra	04:15:42	20	minority student achievement oversight	04:16:49
21	for a motion -- for a follow-on motion.	04:15:44	21	committee reports. If adequate progress	04:16:51
22	Please lower your hands, folks.	04:15:48	22	is not made on improving diversity, the	04:16:54
23	MS. KEYS-GAMARRA: May I ask if the language	04:15:51	23	board directs the superintendent to	04:16:57
24	that we received in the earlier e-mail is	04:15:53	24	propose additional tools available to	04:16:59
25	any different? Because I don't want to	04:15:56	25	obtain the goal of improving diversity	04:17:01
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1	which could include increased outreach,	04:17:03	1	that we plan to look at exactly what the	04:18:11
2	piloting a lottery or other tools that may	04:17:06	2	outcome is, we plan to look at our	04:18:15
3	be recommended by the superintendent.	04:17:08	3	attrition rates, we plan to look at our	04:18:17
4	CHAIRWOMAN ANDERSON: Is there a second?	04:17:12	4	progress, and we will come back to the	04:18:19
5	Ms. Corbett Sanders, thank you.	04:17:14	5	table if we are not satisfied with our	04:18:22
6	Ms. Keys-Gamarra, please speak to	04:17:17	6	progress.	04:18:25
7	your motion.	04:17:18	7	And so I would ask our -- I would	04:18:25
8	MS. KEYS-GAMARRA: Yes. In the spirit of what	04:17:22	8	ask my board -- fellow board members to	04:18:28
9	we've been trying to accomplish tonight,	04:17:23	9	assist me in expressing to our community	04:18:31
10	which is to make sure that we not only	04:17:26	10	that we will exercise our due diligence in	04:18:34
11	set goals but that we are intentional and	04:17:28	11	overseeing to make sure that this change	04:18:37
12	that we monitor the progress that we are	04:17:32	12	is different than the kinds of changes	04:18:40
13	making, I have this two-part motion.	04:17:34	13	that we have done in the past 20-plus	04:18:42
14	The part -- The first part is to	04:17:38	14	years, where our numbers have virtually	04:18:44
15	identify what an annual report would	04:17:39	15	remained the same.	04:18:48
16	include; and the second part, where it	04:17:42	16	Thank you.	04:18:49
17	says if we are not achieving the goals	04:17:45	17	CHAIRWOMAN ANDERSON: Thank you.	04:18:51
18	that we would like to, that the	04:17:48	18	Ms. Corbett Sanders, would you like	04:18:52
19	superintendent would then have an	04:17:52	19	to speak to your second?	04:18:53
20	opportunity to come to us to say we need	04:17:54	20	MS. CORBETT SANDERS: Yes. Thank you.	04:18:55
21	to do more.	04:17:57	21	My remarks earlier tonight were	04:18:57
22	And I give a list that is not by any	04:17:59	22	about intentionality, intentionality of	04:18:59
23	means exhaustive; but I want the community	04:18:01	23	our actions, and holding ourselves	04:19:02
24	to know that we have no intention of just	04:18:04	24	accountable. And this motion encapsulates	04:19:05
25	passing these things and moving along;	04:18:08	25	that. It talks about the values we have,	04:19:09

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1	what we are looking for as a result of the	04:19:13	1	MS. THOLEN: Yes. I'm happy to support this	04:20:31
2	actions we've taken tonight and a	04:19:16	2	motion and I'm happy to follow the	04:20:33
3	willingness and a commitment by this board	04:19:18	3	previous speakers. I thank them for	04:20:35
4	to undertake continuous improvement of our	04:19:22	4	bringing this forward.	04:20:37
5	processes, if they are not achieving what	04:19:26	5	I think having this type of	04:20:39
6	our goal -- what we expect them to	04:19:29	6	accountability is very important and, you	04:20:41
7	achieve.	04:19:31	7	know, feeling like we needed this type of	04:20:46
8	And so I would urge all of my	04:19:31	8	data and information to move forward over	04:20:49
9	colleagues to support this -- this motion	04:19:35	9	the next years, as we strive to	04:20:51
10	because it's about accountability and	04:19:39	10	continually improve what's happening with	04:20:54
11	transparency. So please support it.	04:19:43	11	our TJ admissions process, you know, drove	04:20:57
12	CHAIRWOMAN ANDERSON: Thank you.	04:19:47	12	the rest of my votes through the evening.	04:21:01
13	I am so sorry but I'm losing my	04:19:48	13	And I -- You know, I have to say I spoke	04:21:05
14	screen now. I'm getting kicked off.	04:19:50	14	with so many different, you know, groups	04:21:06
15	Okay. I think I got kicked off.	04:19:53	15	and constituents, families, students, you	04:21:10
16	Okay. I apologize, folks. I was just	04:20:10	16	know, about the TJ admission process; and	04:21:14
17	kicked off.	04:20:12	17	one of the things I continually would say	04:21:16
18	Can I be heard?	04:20:13	18	to people is, you know, this is just the	04:21:18
19	FEMALE VOICE: Yeah.	04:20:15	19	beginning of the conversation; and that,	04:21:21
20	FEMALE VOICE: You can.	04:20:16	20	you know, no matter what's happening this	04:21:24
21	CHAIRWOMAN ANDERSON: Thank you. It was my	04:20:17	21	evening and as we're moving forward, we're	04:21:26
22	turn. Finally, I think I was the last	04:20:18	22	going to have to just continuously be	04:21:27
23	person to experience this today.	04:20:20	23	talking about this for continuous	04:21:30
24	We have speakers to this motion.	04:20:23	24	improvement. And this is the kind of data	04:21:32
25	Ms. Tholen and then Mr. Frisch.	04:20:25	25	that we need to -- to do that and to work	04:21:34
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1	together.	04:21:37	1	I do not see her. She may have	04:22:21
2	Thank you.	04:21:37	2	gotten booted off.	04:22:24
3	CHAIRWOMAN ANDERSON: Thank you.	04:21:41	3	Ms. Derenak Kaufax, did you want to	04:22:27
4	Mr. Frisch?	04:21:42	4	speak to this motion?	04:22:31
5	MR. FRISCH: Thank you.	04:21:43	5	MS. DERENAK KAUFAX: Yes, I do. I appreciate	04:22:35
6	I want to thank Ms. Keys-Gamarra for	04:21:43	6	the spirit of this motion and I do think	04:22:38
7	her advocacy on this and for reaching out	04:21:45	7	these are things that I talked about,	04:22:42
8	and talking with me about this a few times	04:21:47	8	also, making certain we have data points.	04:22:45
9	over the last week or so. I think this is	04:21:50	9	I would like to know -- see if	04:22:49
10	exactly the type of information that we	04:21:53	10	Ms. Keys-Gamarra -- because many of the	04:22:52
11	need going forward and it will help us	04:21:56	11	items that I talked about when I made my	04:22:56
12	understand how we are doing on these	04:21:59	12	motion on October 22nd came from	04:22:59
13	aspirational goals. Measuring this is	04:22:01	13	suggestions from the Minority Student	04:23:02
14	going to be incredibly important going	04:22:04	14	Achievement Oversight Committee reports,	04:23:04
15	into the future. So I appreciate the --	04:22:06	15	as well as the Advanced Academic Program	04:23:06
16	the motion.	04:22:07	16	Advisory Committee.	04:23:10
17	Thank you.	04:22:08	17	I would like to see if she would be	04:23:11
18	CHAIRWOMAN ANDERSON: Thank you.	04:22:09	18	amenable to add that into this list of	04:23:14
19	Seeing that there are no other	04:22:10	19	stakeholders.	04:23:21
20	speakers, I will go -- I'm sorry. I did	04:22:11	20	CHAIRWOMAN ANDERSON: If -- Are you making an	04:23:21
21	have Ms. McLaughlin.	04:22:14	21	amendment?	04:23:23
22	Did you get kicked off,	04:22:15	22	MS. DERENAK KAUFAX: Uh-huh. I'm gonna --	04:23:23
23	Ms. McLaughlin, or did you no longer want	04:22:17	23	MS. KEYS-GAMARRA: I'm trying to understand	04:23:24
24	to speak?	04:22:20	24	the question. I'm not --	04:23:25
25	(No response.)		25	(Overspeaking - unintelligible)	

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1	CHAIRWOMAN ANDERSON: Ms. Derenak Kaufax	04:23:30	1	NSAOC and AAPAC; so I would like to have	04:24:27
2	offering an amendment which she has the	04:23:31	2	them highlighted as well, if you would be	04:24:30
3	right to do since now the motion belongs	04:23:33	3	amenable to that.	04:24:32
4	to everyone.	04:23:35	4	MS. KEYS-GAMARRA: I -- I don't have an	04:24:35
5	MS. KEYS-GAMARRA: I -- I'm trying to	04:23:37	5	objection to that.	04:24:35
6	understand what she's asking me to add.	04:23:37	6	MS. DERENAK KAUFAX: But I --	04:24:36
7	MS. DERENAK KAUFAX: In the sentence where you	04:23:40	7	MS. KEYS-GAMARRA: Thank you.	04:24:37
8	said "an input from stakeholders and	04:23:43	8	(Overspeaking - unintelligible)	
9	community members including the Minority	04:23:44	9	MS. DERENAK KAUFAX: I don't think that	04:24:37
10	Student Achievement Oversight Committee,"	04:23:47	10	amendment -- a friendly amendment to	04:24:39
11	and I would like to add "and the advanced	04:23:49	11	change that, to add that.	04:24:42
12	academic advisory" planning -- AAPAC -- I	04:23:56	12	CHAIRWOMAN ANDERSON: We don't want a lecture	04:24:43
13	can't even think -- "advanced academic	04:23:57	13	from Mr. Frisch regarding friendly	04:24:45
14	advisory committee."	04:23:58	14	amendments.	04:24:48
15	MS. KEYS-GAMARRA: Oh, I -- I thought we had	04:24:00	15	MR. FRISCH: We can do it without --	04:24:49
16	a catch-all in there for stake -- they	04:24:01	16	(Overspeaking - unintelligible)	
17	would be considered a stakeholder in my	04:24:03	17	CHAIRWOMAN ANDERSON: Wait, wait. Too many	04:24:51
18	thinking. I -- I don't have any	04:24:06	18	voices in the room.	04:24:52
19	objections to -- In my thinking, they	04:24:07	19	There are too many voices in the	04:24:54
20	were stakeholders, so --	04:24:10	20	room.	04:24:57
21	MS. DERENAK KAUFAX: Okay. But because you	04:24:11	21	MR. FRISCH: You can do it without objection.	04:24:58
22	mentioned the one, and I think that the	04:24:14	22	CHAIRWOMAN ANDERSON: That's exactly what I	04:24:59
23	majority of the communication -- the	04:24:15	23	was going to do. Because I know what	04:25:00
24	majority of the suggestions on how to	04:24:22	24	you're going to say about that.	04:25:02
25	improve diversity and -- have come from	04:24:24	25	MS. DERENAK KAUFAX: That is an amendment	04:25:03
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1	without objection from the maker. Thank	04:25:05	1	language isn't there. So --	04:26:01
2	you.	04:25:07	2	CHAIRWOMAN ANDERSON: You should be able --	04:26:04
3	CHAIRWOMAN ANDERSON: Without objection, we	04:25:07	3	Ms. Mulberg, can we bring that motion up	04:26:05
4	will add that.	04:25:08	4	and then you should be able to increase	04:26:08
5	MS. KEYS-GAMARRA: I don't have an	04:25:08	5	the size.	04:26:10
6	objection -- I do not have an objection	04:25:09	6	(Overspeaking - unintelligible)	
7	and I consider that to be a stakeholder	04:25:12	7	MS. McLAUGHLIN: Right now I've got four lines	04:26:13
8	group.	04:25:16	8	showing. There's four lines showing.	04:26:15
9	CHAIRWOMAN ANDERSON: Thank you so much.	04:25:16	9	CHAIRWOMAN ANDERSON: Ms. Mulberg, you will	04:26:17
10	Ms. McLaughlin?	04:25:17	10	need to scroll it up, please.	04:26:18
11	MS. McLAUGHLIN: Yes. I got bumped off. At	04:25:22	11	MS. OMEISH: I just sent the script to Megan,	04:26:23
12	this point I'm not putting my camera on	04:25:23	12	also, so she can view it.	04:26:25
13	'cause it seems to affect connectivity.	04:25:25	13	CHAIRWOMAN ANDERSON: Please, folks, do not	04:26:30
14	So I'm -- I'm having trouble even	04:25:29	14	jump in. Wait to be recognized before we	04:26:31
15	being able to get the -- the laptop to	04:25:32	15	speak. I know we're trying to be	04:26:33
16	work where I can get the language, since,	04:25:36	16	helpful; but it does cause quite a little	04:26:34
17	again, the language was all posted at 4:30	04:25:38	17	bit of confusion.	04:26:36
18	this afternoon. So I'm seeing this	04:25:41	18	Ms. Mulberg, if you're able --	04:26:39
19	language for the first time, like the	04:25:43	19	MS. MUHLBERG: Yes.	04:26:40
20	public is.	04:25:45	20	CHAIRWOMAN ANDERSON: -- to pull it up, so	04:26:40
21	So if there's a way for our clerk to	04:25:47	21	that Megan -- Ms. McLaughlin can see it.	04:26:42
22	somehow make this bigger, I know she's	04:25:50	22	Megan, give us a heads up when	04:26:44
23	trying to make the -- expand it; but I --	04:25:52	23	you're ready and then --	04:26:46
24	I need to be able to reference the -- the	04:25:56	24	MS. MUHLBERG: I will --	04:26:47
25	motion that's in front of me; and I -- the	04:25:59	25	CHAIRWOMAN ANDERSON: -- we can continue with	04:26:47

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1	the --	04:26:48	1	e-mail us at any time and there's no way	04:27:35
2	(Overspeaking - unintelligible)		2	that the board can count on a	04:27:37
3	MS. MUHLBERG: -- cut and paste it into a	04:26:48	3	conversation.	04:27:39
4	different document and pull this down.	04:26:50	4	And I -- I know Dr. Brabrand wants	04:27:40
5	What's showing on the screen is the only	04:26:52	5	to be a collaborator; but I want the	04:27:41
6	thing I have the ability to show right	04:26:54	6	public to know that the goal is that we	04:27:43
7	now. So --	04:26:57	7	want him to present an annual report in a	04:27:46
8	CHAIRWOMAN ANDERSON: I understand.	04:26:57	8	public meeting to the board. So I -- I	04:27:49
9	MS. MUHLBERG: -- continue talking --	04:26:58	9	would ask that if you have a problem with	04:27:53
10	MS. McLAUGHLIN: And unfortunately the way	04:26:59	10	instead of "providing an annual report"	04:27:55
11	Ms. Omeish sent it to me, it's in a	04:27:01	11	that he "presents an annual report in a	04:27:57
12	Google Doc which then I have to get my --	04:27:03	12	public meeting."	04:27:58
13	my phone --	04:27:06	13	CHAIRWOMAN ANDERSON: Ms. Keys-Gamarra, do you	04:28:01
14	CHAIRWOMAN ANDERSON: There we are.	04:27:07	14	have any objections to making that	04:28:03
15	MS. McLAUGHLIN: -- password into it. So --	04:27:08	15	change, unless we go through a whole	04:28:05
16	Okay. So here's my -- my first	04:27:12	16	process of amendment?	04:28:07
17	request, Ms. Keys-Gamarra, for a friendly	04:27:16	17	MS. KEYS-GAMARRA: I -- I -- I assumed this	04:28:10
18	minute without objection.	04:27:18	18	was a public meeting.	04:28:11
19	What I'm not comfortable in the	04:27:21	19	MS. McLAUGHLIN: But that's -- That's not	04:28:14
20	first sentence is when it says, "I move to	04:27:22	20	what it says.	04:28:16
21	direct the superintendent to provide an	04:27:23	21	MS. KEYS-GAMARRA: Ms. McLaughlin, that was my	04:28:17
22	annual report to the board." In that --	04:27:25	22	assumption. I do not have an objection	04:28:21
23	By using the word "provide" as opposed to	04:27:28	23	to it stating "in a public meeting."	04:28:25
24	"present," "publicly present, he can send	04:27:31	24	Typically we would do this in a work	04:28:29
25	it in a Brabrand Briefing. He can just	04:27:33	25	session, and so that would be my -- that	04:28:32
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1	would be my response to that and	04:28:38	1	think Ms. Keys-Gamarra is right.	04:29:30
2	certainly, you know, given -- given where	04:28:43	2	"Present" or "provide" doesn't matter.	04:29:32
3	we are, as a board, and as an	04:28:45	3	It's that we're saying how's he going to	04:29:33
4	organization, I'll -- I'll just say yes,	04:28:48	4	do it, and that we want it in a public	04:29:35
5	Ms. McLaughlin, in a public meeting.	04:28:49	5	meeting. So --	04:29:37
6	MALE VOICE: Point of order. I --	04:28:54	6	CHAIRWOMAN ANDERSON: All right. If it's a	04:29:38
7	CHAIRWOMAN ANDERSON: You will change that	04:28:55	7	presentation, it has to be in a meeting.	04:29:39
8	language to present --	04:28:56	8	If it's a provision, it could be written,	04:29:42
9	(Overspeaking - unintelligible)		9	as you said; but I digress. I just -- I	04:29:44
10	MS. McLAUGHLIN: To produce -- provide --	04:28:57	10	was trying to get the shorter version of	04:29:47
11	MS. KEYS-GAMARRA: I think it would say "to	04:28:58	11	this going.	04:29:48
12	provide an annual report in a public	04:28:59	12	MS. KEYS-GAMARRA: I understand. I -- I --	04:29:49
13	meeting --" Can you guys help me revise	04:29:03	13	I think I understand Ms. McLaughlin's	04:29:52
14	that? I'm sorry.	04:29:06	14	concerns.	04:29:56
15	CHAIRWOMAN ANDERSON: I -- This is --	04:29:07	15	Did I lose you guys?	04:29:57
16	Ms. Keys-Gamarra, we can just say "to	04:29:08	16	CHAIRWOMAN ANDERSON: No. You're here.	04:29:59
17	present an annual report," because that	04:29:10	17	MS. KEYS-GAMARRA: My screen went white.	04:30:00
18	would have to be in a meeting setting.	04:29:12	18	Okay.	04:30:04
19	So if we just change that one word,	04:29:15	19	So I don't have a problem with	04:30:05
20	Ms. Mulberg, I think it gets us there,	04:29:18	20	putting in "in a public meeting" in the	04:30:06
21	instead of "provide a report," it's to	04:29:20	21	appropriate place; and I will tell you at	04:30:09
22	"present a report."	04:29:22	22	11:42, I'm gonna need help finding where	04:30:11
23	MS. McLAUGHLIN: Well, actually --	04:29:27	23	that appropriate place is. But I don't	04:30:15
24	CHAIRWOMAN ANDERSON: Ms. ---	04:29:28	24	have a --	04:30:17
25	MS. McLAUGHLIN: -- Dr. Anderson, I -- I	04:29:29	25	CHAIRWOMAN ANDERSON: How about "present and	04:30:17

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1	annual report" --	04:30:19	1	what -- what's that trigger? I just think	04:31:17
2	MR. FRISCH: Present at a --	04:30:21	2	we should --	04:31:19
3	CHAIRWOMAN ANDERSON: -- "in a public meeting	04:30:21	3	MS. KEYS-GAMARRA: So here --	04:31:20
4	to the board."	04:30:23	4	MS. McLAUGHLIN: -- be doing this every year.	04:31:20
5	MS. KEYS-GAMARRA: That's -- That's fine. I	04:30:24	5	MS. KEYS-GAMARRA: -- here's my thinking,	04:31:21
6	will -- I will let you do that.	04:30:25	6	Ms. McLaughlin.	04:31:23
7	CHAIRWOMAN ANDERSON: I appreciate it.	04:30:30	7	We will get an annual report. This	04:31:24
8	Ms. McLaughlin, anything else?	04:30:31	8	can happen a couple of different ways.	04:31:26
9	MS. McLAUGHLIN: Yeah. I would like to ask	04:30:34	9	But all of it requires that we get an	04:31:28
10	either Ms. Keys-Gamarra and/or	04:30:35	10	annual report. One, the superintendent	04:31:30
11	Dr. Brabrand to please just share with me	04:30:38	11	could say to us: Hey, we're not reaching	04:31:33
12	what does "if adequate progress is not	04:30:43	12	where we'd like to. This is inadequate.	04:31:36
13	made" -- the word "adequate," what will	04:30:47	13	I don't think the board will be satisfied.	04:31:39
14	trigger that? Because I just -- I -- I	04:30:49	14	I'm gonna include this in my annual	04:31:41
15	think as a re -- the board's made clear,	04:30:52	15	report.	04:31:43
16	we want to be looking at this every	04:30:54	16	Or the superintendent could give us	04:31:44
17	single year; and if we're not achieving	04:30:57	17	an annual report and the board says: No.	04:31:46
18	what we wanted, in terms of greater	04:30:59	18	This is not -- We need more. Let's look	04:31:49
19	diversity, geographic and otherwise, then	04:31:02	19	at additional proposals.	04:31:52
20	we would certainly be looking at other	04:31:05	20	Either way, this requires an annual	04:31:54
21	solutions.	04:31:07	21	report and we can make a decision as to	04:31:56
22	So I just -- It gave me pause to	04:31:08	22	whether it is adequate or not in -- in	04:32:00
23	see "if adequate progress" because for the	04:31:11	23	more than one way.	04:32:02
24	public to read it, for board members to	04:31:13	24	I hope that addresses your concerns.	04:32:03
25	read it, the superintendent to read it,	04:31:15	25	CHAIRWOMAN ANDERSON: I have one point of	04:32:08
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1	clarification after you're finished,	04:32:09	1	my concerns about how they're bringing us	04:32:59
2	Ms. McLaughlin.	04:32:11	2	solutions to the table, and they have	04:33:02
3	MS. McLAUGHLIN: Sure. I -- I hear what	04:32:14	3	been problematic, which is why we're	04:33:04
4	you're saying, Ms. Keys-Gamarra; and I	04:32:17	4	sitting here at 11:45 at night trying to	04:33:05
5	think you and I have worked together long	04:32:20	5	deconstruct and reconstruct it ourselves,	04:33:07
6	enough that you know my goal is just to	04:32:21	6	my only other question is: Dr. Brabrand,	04:33:10
7	make sure that we just have clarity of	04:32:24	7	in order for you to propose additional	04:33:14
8	expectations so there's not	04:32:27	8	tools, is it your desire or commitment	04:33:20
9	disappointment later on on what	04:32:28	9	that you would at least try and consult	04:33:22
10	happens --	04:32:30	10	with experts in the field of selective	04:33:25
11	MS. KEYS-GAMARRA: No, I understand.	04:32:31	11	admissions when you're talking about	04:33:29
12	MS. McLAUGHLIN: Yeah.	04:32:32	12	tools? If we're not -- if we're not --	04:33:31
13	MS. KEYS-GAMARRA: I understand. I do. But	04:32:32	13	SUPERINTENDANT BRABRAND: Yes. Yes.	04:33:34
14	think it --	04:32:33	14	MS. McLAUGHLIN: Okay.	04:33:34
15	MS. McLAUGHLIN: So --	04:32:34	15	SUPERINTENDANT BRABRAND: Absolutely	04:33:35
16	MS. KEYS-GAMARRA: -- either way we interpret	04:32:34	16	MS. McLAUGHLIN: Because I -- I -- I just	04:33:36
17	it, it still gets us to the --	04:32:35	17	don't want to keep disappointing our	04:33:38
18	MS. McLAUGHLIN: Right.	04:32:38	18	public and our community and the very	04:33:40
19	MS. KEYS-GAMARRA: -- the goal that we	04:32:39	19	children we're trying to serve. So --	04:33:43
20	identify here.	04:32:39	20	SUPERINTENDANT BRABRAND: Understood.	04:33:45
21	MS. McLAUGHLIN: So my final concern is that	04:32:42	21	MS. McLAUGHLIN: -- I can -- I just -- I can	04:33:46
22	if we're not making progress, we're	04:32:45	22	support it, even though it's not saying	04:33:48
23	directing him to propose additional	04:32:48	23	that here in the -- in the motion.	04:33:50
24	tools. Given what has happened with this	04:32:51	24	And, Ms. Keys-Gamarra, you know how	04:33:52
25	whole TJ admissions process revision, and	04:32:53	25	much I share your desire for strong	04:33:55

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1	accountability; so, I thank you for your	04:33:58	1	objection?	04:34:54
2	efforts with this and so I -- I can	04:34:00	2	MS. DERENAK KAUFAX: I have a concern -- A	04:34:54
3	support it and appreciate the friendly	04:34:04	3	point of order, Dr. Anderson. There is a	04:34:55
4	amendment being incorporated.	04:34:07	4	third modification which is the inclusion	04:34:57
5	CHAIRWOMAN ANDERSON: Thank you	04:34:10	5	of --	04:35:00
6	Ms. McLaughlin.	04:34:11	6	PARTICIPANT: Yes.	04:35:00
7	I want to offer another point -- a	04:34:11	7	MS. DERENAK KAUFAX: -- the --	04:35:00
8	point of clarification. There are no	04:34:13	8	PARTICIPANT: That was what I was gonna say.	04:35:00
9	friendly amendments. It is just an	04:34:15	9	CHAIRWOMAN ANDERSON: Oh, thank you. Thank	04:35:02
10	amendment because now it belongs to the	04:34:18	10	you. And the inclusion of the Advanced	04:35:03
11	body.	04:34:20	11	Academic Program Advisory Committee.	04:35:05
12	I wanted to confirm that when I	04:34:20	12	So there's -- Are there any	04:35:09
13	previously asked if there were any	04:34:23	13	objections from the body of these three	04:35:10
14	objections, I asked this to	04:34:25	14	changes?	04:35:14
15	Ms. Keys-Gamarra and that wasn't correct	04:34:26	15	Thank you. See, now I will now call	04:35:14
16	I should have asked it to the entire body,	04:34:29	16	for the vote.	04:35:16
17	because now this motion belongs to the	04:34:31	17	Those in favor of the motion as a	04:35:17
18	body. So I will ensure that I rectify	04:34:33	18	direct --	04:35:19
19	that.	04:34:37	19	MS. CORBETT SANDERS: Dr. Anderson --	04:35:19
20	Are there any objections from the	04:34:38	20	Dr. Anderson --	04:35:21
21	group regarding the two changes that have	04:34:41	21	CHAIRWOMAN ANDERSON: Yes, ma'am.	04:35:22
22	been made to change the word "provide" to	04:34:43	22	MS. CORBETT SANDERS: -- I'm sorry. I did	04:35:23
23	"present" and then to add "in a public	04:34:46	23	have my hand up before you called for the	04:35:24
24	meeting"?	04:34:52	24	vote; and if I could just make one	04:35:26
25	Ms. Derenak Kaufax, you have an	04:34:53	25	clarifying statement as the seconder of	04:35:28
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1	this motion.	04:35:30	1	to present an annual report in a public	04:36:26
2	CHAIRWOMAN ANDERSON: Yes, go ahead, if -- if	04:35:34	2	meeting to the board on TJ admissions to	04:36:28
3	you could make it super-brief,	04:35:36	3	include diversity of the admitted class,	04:36:30
4	Ms. Corbett Sanders --	04:35:37	4	attrition rates and reason for students	04:36:33
5	MS. CORBETT SANDERS: I will.	04:35:38	5	not attending or leaving the school,	04:36:36
6	CHAIRWOMAN ANDERSON: -- as I think people are	04:35:38	6	remediation efforts, STEM class offerings,	04:36:38
7	in support.	04:35:40	7	and participation in enrichment clubs.	04:36:41
8	MS. CORBETT SANDERS: I -- It's important for	04:35:41	8	The preparation of this report will	04:36:44
9	the community to understand what	04:35:43	9	include inputs from the chief academic --	04:36:45
10	"adequate progress" means and what it	04:35:44	10	from the chief equity officer on the	04:36:48
11	doesn't mean.	04:35:46	11	ongoing efforts to enhance a diversity --	04:36:50
12	"Adequate progress" means movement	04:35:48	12	okay. And -- I'm sorry, and diversify --	04:36:57
13	forward in achieving our goals, and moving	04:35:50	13	sorry. It's late -- and diversify the	04:36:59
14	it forward, not regressing, not	04:35:54	14	educational environment of TJ and input	04:37:03
15	plateauing, but moving forward towards	04:35:58	15	from stakeholders and community members	04:37:06
16	increasing access and opportunity for all	04:36:01	16	including from the Minority Student	04:37:09
17	of our students throughout the county.	04:36:05	17	Achievement Oversight Committee and the	04:37:11
18	And so I'm just urging people to	04:36:07	18	Advanced Academics Program Advisory	04:37:13
19	keep that as front and center; that this	04:36:09	19	Committee reports. If adequate progress	04:37:16
20	is about continuous movement towards that	04:36:13	20	is not made on improving diversity, the	04:37:18
21	fuller equity.	04:36:17	21	board directs the superintendent to	04:37:21
22	Thank you.	04:36:18	22	propose additional tools available to	04:37:22
23	CHAIRWOMAN ANDERSON: Thank you. I -- I will	04:36:20	23	obtain the goal of improving diversity	04:37:25
24	now call for the vote.	04:36:22	24	which could include increased outreach,	04:37:29
25	I move to direct the superintendent	04:36:23	25	piloting a lottery or other tools that may	04:37:32

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1	be recommended by the superintendent.	04:37:35	1	COVID, and the fact that this wouldn't	04:38:21
2	All in favor?	04:37:37	2	take place until next year anyway, we're	04:38:22
3	We have Ms. Keys-Gamarra,	04:37:39	3	not going to bring this motion this year	04:38:25
4	Mr. Frisch, Ms. Corbett Sanders,	04:37:40	4	and will, instead, continue to have the	04:38:27
5	Ms. Pekarsky, Ms. Tholen, Ms. McLaughlin,	04:37:42	5	conversations as we review the process per	04:38:28
6	Ms. Omeish, Ms. Sizemore Heizer,	04:37:45	6	the last two follow-on motions and will	04:38:30
7	Ms. Cohen, Ms. Meren, Ms. Derenak Kaufax	04:37:47	7	perhaps bring this conversation back next	04:38:35
8	and myself.	04:37:50	8	year and especially since this amendment	04:38:38
9	That is unanimous. The motion	04:37:51	9	was not to take place until next year	04:38:39
10	carries.	04:37:52	10	anyway.	04:38:41
11	At this time I call on Ms. Sizemore	04:37:53	11	So at this moment I would like to	04:38:41
12	Heizer for a motion.	04:37:55	12	pull this motion from the table.	04:38:43
13	MS. SIZEMORE HEIZER: Thank you, Dr. Anderson	04:37:59	13	CHAIRWOMAN ANDERSON: Thank you very much. So	04:38:45
14	And I -- I apologize for not turning my	04:38:00	14	done.	04:38:47
15	camera on. I am having connectivity --	04:38:01	15	I would like to invite Ms. Meren who	04:38:47
16	I've been kicked off, I think, four	04:38:03	16	has a clarification and a motion on the	04:38:50
17	times.	04:38:05	17	mid-year budget review.	04:38:53
18	So I am gonna just leave it as my	04:38:05	18	Ms. Meren?	04:38:54
19	mic.	04:38:07	19	I'm sorry, not a clarification. A	04:38:59
20	Ms. Tholen and I were planning to	04:38:07	20	question and then a mid-year budget	04:39:00
21	bring a follow-on motion for teacher	04:38:09	21	review.	04:39:03
22	recommendations to be reinstated for the	04:38:11	22	MS. MEREN: Yes. Dr. Anderson, I wanted to	04:39:03
23	entering class of 2022; but given the	04:38:15	23	ask a question of Mr. Morgan; so would	04:39:05
24	shortened time frame and increased	04:38:18	24	you please recognize him so he could	04:39:07
25	workload on teachers this year due to	04:38:19	25	address the board?	04:39:10
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1	CHAIRWOMAN ANDERSON: Absolutely. Go ahead	04:39:12	1	CHAIRWOMAN ANDERSON: I couldn't resist	04:40:05
2	and ask the question and then I will	04:39:13	2	Mr. Morgan, please go ahead.	04:40:08
3	recognize Mr. Morgan.	04:39:14	3	MR. MORGAN: Yes. Thank you, Madame Chair	04:40:11
4	MS. MEREN: Mr. Morgan, you're aware of the	04:39:16	4	If the -- the member's vote would in	04:40:15
5	confusion I continue to have. So the	04:39:18	5	fact be on what was discussed, not what	04:40:18
6	board earlier voted on a motion where the	04:39:20	6	was in the -- on BoardDocs.	04:40:20
7	language -- Well, my question is: I	04:39:23	7	However, if the member voted for the	04:40:24
8	voted on a motion thinking it was the	04:39:26	8	adopted motion by mistake and the member	04:40:28
9	motion posted in writing and it was	04:39:27	9	wants to be recorded as voting against	04:40:32
10	actually a vote on a motion offered	04:39:31	10	that motion, then the member can, during	04:40:35
11	orally.	04:39:34	11	the same session, move to reconsider the	04:40:38
12	So I'd like to understand -- I don't	04:39:35	12	motion; and that could be asked by	04:40:40
13	know if I need to ask for it to be	04:39:39	13	unanimous consent.	04:40:43
14	re-presented to vote on it; and if you can	04:39:40	14	If the motion to reconsider is	04:40:44
15	further clarify if there needs to be	04:39:44	15	adopted, the mo -- then the motion that	04:40:47
16	something done to clarify that they -- you	04:39:48	16	has been adopted would once again be	04:40:49
17	know, the language was different than what	04:39:51	17	before the board for a vote. And	04:40:52
18	we voted on.	04:39:52	18	assuming -- assuming no further discussion	04:40:55
19	I believe the clerk has updated	04:39:53	19	is desired, then the chair could just then	04:40:57
20	that; but I'm just still confused.	04:39:54	20	immediately re-take the vote and at that	04:41:00
21	MR. MORGAN: The member's vote would be --	04:39:57	21	point any member could change his or her	04:41:03
22	CHAIRWOMAN ANDERSON: Mr. Morgan, you have not	04:39:59	22	vote which might or might not affect	04:41:06
23	yet been recognized.	04:40:00	23	whether the motion ended up actually being	04:41:09
24	MR. MORGAN: Thank you, madame.	04:40:02	24	adopted; but it would allow the member to	04:41:11
25	(Laughter)		25	change his or her -- her vote on that	04:41:15

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1	original motion.	04:41:19	1	MR. MORGAN: Yes. It would need to be	04:42:16
2	CHAIRWOMAN ANDERSON: Ms. Meren? Did you hav	04:41:23	2	seconded or if she asked for it by	04:42:16
3	any additional --	04:41:26	3	unanimous consent, it would have to have	04:42:19
4	MS. MEREN: Yes, thank you.	04:41:27	4	no objections.	04:42:22
5	CHAIRWOMAN ANDERSON: -- questions or any --	04:41:27	5	But if it's moved and not seconded,	04:42:23
6	MS. MEREN: Well, to be clear, our board voted	04:41:28	6	then it --	04:42:25
7	unanimously to approve requiring that	04:41:30	7	CHAIRWOMAN ANDERSON: Okay.	04:42:26
8	test, requiring that the essay and SIS be	04:41:35	8	MR. MORGAN: -- it would not be discussed.	04:42:26
9	administered locally at each middle	04:41:37	9	CHAIRWOMAN ANDERSON: Okay.	04:42:29
10	school to all students and to provide the	04:41:38	10	Ms. Keys-Gamarra, go ahead and ask	04:42:30
11	opportunity to opt out, correct,	04:41:42	11	your clarifying question and then I'm	04:42:32
12	Ms. Mulberg? That is what the board	04:41:44	12	going to ask for a second on this.	04:42:34
13	unanimously approved.	04:41:46	13	MS. KEYS-GAMARRA: My question is: If it was	04:42:37
14	MS. MUHLBERG: Correct.	04:41:48	14	unanimous and no one else, to my	04:42:40
15	CHAIRWOMAN ANDERSON: That is correct.	04:41:49	15	knowledge, is expressing this -- that	04:42:45
16	MS. MEREN: Okay. So I would like to, since I	04:41:50	16	this confusion occurred for them; then it	04:42:49
17	voted -- So I would like to re-call that	04:41:55	17	will not impact the outcome of this vote.	04:42:52
18	vote for a new vote and -- Yes.	04:41:57	18	If that is the case and we can consider	04:42:57
19	MS. KEYS-GAMARRA: Can I -- May I have a	04:42:03	19	that, may we -- might we be able to	04:43:01
20	point of order.	04:42:04	20	shortcut this process if Ms. Meren wishes	04:43:03
21	CHAIRWOMAN ANDERSON: One -- One second,	04:42:05	21	to change her vote, can that just be	04:43:07
22	Ms. Keys-Gamarra.	04:42:07	22	noted and we move on with the meeting?	04:43:09
23	I'd like to ask the question of	04:42:08	23	MS. MEREN: I'm not the only one.	04:43:12
24	Mr. Morgan. Will this request need to be	04:42:11	24	CHAIRWOMAN ANDERSON: Mr. Morgan, would that	04:43:14
25	seconded?	04:42:15	25	be --	04:43:16
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1	MS. MEREN: I'm not the only one who has --	04:43:16	1	side of things. I think it is -- it's	04:44:04
2	who wants to readdress this.	04:43:18	2	too -- it's too broad at this point to	04:44:08
3	CHAIRWOMAN ANDERSON: I --	04:43:19	3	support it; so I do not support the	04:44:09
4	MS. MEREN: And we won't know until we --	04:43:19	4	current motion that is now listed in	04:44:14
5	CHAIRWOMAN ANDERSON: Okay. So --	04:43:22	5	BoardDocs, that we did vote for	04:44:16
6	(Overspeaking - unintelligible)		6	unanimously. I vote to oppose that	04:44:17
7	CHAIRWOMAN ANDERSON: Folks -- Folks, I	04:43:22	7	motion.	04:44:20
8	Thank you for the question. Thank you	04:43:24	8	Thank you.	04:44:21
9	for the question.	04:43:27	9	CHAIRWOMAN ANDERSON: Thank you.	04:44:21
10	So in order to satisfy what I	04:43:28	10	Ms. McLaughlin, I'm going to ask us	04:44:23
11	believe Ms. -- Ms. Meren is sharing, I	04:43:30	11	to be very, very brief so we can have this	04:44:25
12	will ask for any -- anyone else to second	04:43:33	12	revote.	04:44:28
13	her motion to revoke.	04:43:36	13	Ms. McLaughlin?	04:44:28
14	Is there a second?	04:43:38	14	MS. McLAUGHLIN: Yes. I'm gonna be very	04:44:30
15	There is a second, Ms. McLaughlin.	04:43:40	15	brief. I just simply support my	04:44:32
16	Ms. Meren, go ahead and speak to	04:43:43	16	colleague, Ms. Meren's desire, and anyone	04:44:33
17	your motion.	04:43:45	17	else, who definitely had different	04:44:38
18	MS. MEREN: Yes. Thank you.	04:43:46	18	language in front of them versus what was	04:44:40
19	I thought I was speaking to the	04:43:47	19	read out loud, and so I wanted to make	04:44:43
20	motion that was posted on BoardDocs which	04:43:48	20	sure that we respect the opportunity for	04:44:45
21	talked about a process, approving a	04:43:50	21	board members to make sure they were	04:44:50
22	process for Ms. Omeish's suggestion on the	04:43:52	22	clear on their votes.	04:44:51
23	opt-out and having testing in all schools.	04:43:55	23	CHAIRWOMAN ANDERSON: Okay. And just to be	04:44:53
24	Given the conversations we had about	04:43:57	24	sure what we are discussing right now is	04:44:55
25	resources and the opera -- the operational	04:44:00	25	revoting. We're not revoting at this	04:44:59

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1	point.	04:45:02	1	Jane -- Ms. Cohen, Ms. Corbett Sanders,	04:45:59
2	Is that right, Mr. Morgan; or are we	04:45:04	2	Ms. Pekarsky, and myself.	04:46:01
3	going to --	04:45:05	3	Okay. Thank you. And all of those	04:46:06
4	MR. MORGAN: Yes, that --	04:45:06	4	who are abstaining?	04:46:09
5	CHAIRWOMAN ANDERSON: Because we have	04:45:06	5	We have Ms. Derenak Kaufax and	04:46:13
6	(unintelligible) -- can I jump into the	04:45:07	6	Ms. Sizemore Heizer.	04:46:15
7	revoting?	04:45:09	7	At this point we will not -- we will	04:46:16
8	MR. MORGAN: That is correct. Currently you	04:45:10	8	not be reconsidering retaking the vote.	04:46:18
9	are only voting -- You're only	04:45:11	9	So this matter ends at this point.	04:46:22
10	discussing on whether to reconsider the	04:45:14	10	Ms. Meren, would you please take us	04:46:25
11	vote; and if a majority wish to	04:45:18	11	through the --	04:46:27
12	reconsider, then you would take a vote on	04:45:21	12	MS. MEREN: Well, I just -- I just have a	04:46:27
13	that motion.	04:45:25	13	question about this.	04:46:29
14	CHAIRWOMAN ANDERSON: Thank you.	04:45:27	14	So if I want -- Mr. Morgan, if I	04:46:29
15	At this point, I would like to call	04:45:28	15	wanted to correct my vote, can I do that	04:46:31
16	for the vote for whether to reconsider	04:45:30	16	now or it's done?	04:46:34
17	revoting on the motion that was presented	04:45:36	17	CHAIRWOMAN ANDERSON: Yes, Mr. Morgan, go	04:46:42
18	by Ms. Omeish earlier.	04:45:38	18	ahead.	04:46:46
19	All of those in favor?	04:45:40	19	(Laughter)	
20	We have Ms. Meren, we have	04:45:45	20	MR. MORGAN: Yes, you could always --	04:46:46
21	Ms. McLaughlin.	04:45:46	21	CHAIRWOMAN ANDERSON: Thank you. I appreciate	04:46:47
22	Thank you. Please lower your hands.	04:45:47	22	it. You're a great model.	04:46:49
23	All of those against?	04:45:50	23	MR. MORGAN: The -- The member could always	04:46:52
24	We have Mr. Frisch, Ms. Omeish,	04:45:54	24	just ask if there are no objections to	04:46:53
25	Ms. Keys-Gamarra, Ms. Tholen, Ms. Laura	04:45:55	25	allow her vote to be changed.	04:46:57
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1	CHAIRWOMAN ANDERSON: Thank you very much,	04:47:00	1	reflected in the fiscal year 2021 mid-year	04:47:53
2	Mr. Morgan.	04:47:01	2	budget review as detailed in the agenda	04:47:56
3	Ms. Meren, would you like to take	04:47:02	3	item.	04:48:01
4	advantage of this opportunity?	04:47:04	4	CHAIRWOMAN ANDERSON: Do we have a second?	04:48:02
5	MS. MEREN: I would, please. If my colleagues	04:47:06	5	MS. DERENAK KAUFAX: I second that.	04:48:04
6	would please grant me that courtesy.	04:47:08	6	CHAIRWOMAN ANDERSON: Thank you, Ms. Derenak	04:48:05
7	Thank you.	04:47:10	7	Kaufax.	04:48:07
8	CHAIRWOMAN ANDERSON: Are there any objections?	04:47:11	8	Would you like to speak to your	04:48:07
9	to Ms. Meren pulling her vote which will	04:47:12	9	motion, Ms. Meren?	04:48:09
10	now make it 11 in support of and 1	04:47:15	10	MS. MEREN: No, thank you.	04:48:11
11	against?	04:47:20	11	CHAIRWOMAN ANDERSON: Ms. Derenak Kaufax,	04:48:13
12	I see no objections. So that has	04:47:21	12	would you like to speak to that motion?	04:48:14
13	been granted.	04:47:23	13	MS. DERENAK KAUFAX: I will just say that we	04:48:17
14	Ms. Mulberg, please make the	04:47:24	14	had a robust work session just two days	04:48:18
15	adjustments on BoardDocs.	04:47:25	15	ago; so I think everyone is familiar with	04:48:20
16	Ms. Meren, please present the budget	04:47:28	16	what we are voting on and I think you	04:48:22
17	review.	04:47:30	17	should be in support of this.	04:48:26
18	MS. MEREN: Yes. Thank you very much,	04:47:31	18	CHAIRWOMAN ANDERSON: Thank you. Any other	04:48:30
19	colleagues, for that particular piece.	04:47:33	19	board members wishing to speak to this	04:48:31
20	Okay. Mid-year budget, gosh --	04:47:36	20	motion?	04:48:33
21	Just please give me a moment here.	04:47:39	21	Ms. McLaughlin?	04:48:34
22	Okay. We have had the mid-year	04:47:42	22	MS. McLAUGHLIN: Yes, I do want to speak to	04:48:37
23	budget presented at our work session, and	04:47:45	23	this because -- I know it's a late hour	04:48:38
24	I so move that the school board approve	04:47:49	24	and I -- I'm just really troubled that	04:48:41
25	the revenue and expenditure changes	04:47:51	25	we really should have just postponed this	04:48:46

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1	for the next business meeting. And this	04:48:50	1	situation that we're facing in a sense	04:49:55
2	is no reflection on Ms. Meren and	04:48:52	2	that we've always been told we need a	04:49:57
3	Ms. Kaufax. This is frankly a reflection	04:48:54	3	strong beginning balance. Our beginning	04:49:59
4	on the superintendent and his team.	04:48:56	4	balance is now going to be down to about	04:50:01
5	And I say that because at our work	04:48:58	5	\$14 million, depending on what happens	04:50:05
6	session just two days ago we learned that	04:49:00	6	going forward from that.	04:50:08
7	Loudoun County and Prince William County	04:49:04	7	For all of these reasons, I just	04:50:10
8	do not have massive budget challenges with	04:49:09	8	wanted to make sure that the public and my	04:50:11
9	their food and nutritional services	04:49:12	9	colleagues understood why I cannot support	04:50:13
10	program. They have their strategic	04:49:13	10	this mid-year budget review. I do hope	04:50:15
11	reserves intact.	04:49:15	11	you feel that our board has demonstrated a	04:50:17
12	Meanwhile, FCPS has its strategic	04:49:17	12	real desire and commitment to fiscal	04:50:20
13	reserves reduced from 17 million down to 5	04:49:20	13	responsibilities and I think by virtue of	04:50:22
14	million and is now requiring a 9.6 million	04:49:23	14	it being midnight, by virtue of having	04:50:25
15	dollar transfer.	04:49:26	15	four big topics at one time in this	04:50:27
16	We should have heard from the	04:49:28	16	December meeting, this is really not given	04:50:30
17	superintendent why our neighboring school	04:49:29	17	the attention it deserves; and that when	04:50:32
18	systems are not having this problem. We	04:49:31	18	we continue our budget conversations, I'm	04:50:35
19	spend almost \$4 million a month in our	04:49:35	19	going to remind everybody that very	04:50:36
20	costs for food and nutritional services.	04:49:39	20	quickly we transferred almost 10 million	04:50:39
21	The plan that the superintendent had	04:49:42	21	in taxpayer dollars to a grant fund and we	04:50:42
22	in place in order to keep the program and	04:49:44	22	really didn't put, in my mind, the real	04:50:45
23	the hourly contracted employees on the	04:49:47	23	strong restrictions on the superintendent	04:50:50
24	payroll is what's created this problem.	04:49:49	24	that this just can't keep happening and	04:50:52
25	This is a serious financial	04:49:53	25	that we need to get some very robust data	04:50:56
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1	back from him as soon as possible to	04:50:59	1	it's midnight; so if enough board members	04:51:59
2	prevent any future monies having to be	04:51:03	2	weigh in that they share my concern, we	04:52:02
3	siphoned off to this program.	04:51:05	3	could then have a motion to postpone to	04:52:04
4	So, again, I -- I know it's a late	04:51:08	4	the next business meeting.	04:52:05
5	hour. I don't want my colleagues to think	04:51:10	5	But if I'm the only one, I don't	04:52:07
6	this is my criticism of anyone of you.	04:51:11	6	want to put a motion on the table and drag	04:52:08
7	You've all worked tirelessly to get here	04:51:14	7	everybody through it.	04:52:10
8	tonight. I'm just sorry we're in this	04:51:17	8	So I'm happy to hear what other	04:52:11
9	position.	04:51:19	9	people think, but I want to be real clear	04:52:13
10	I think \$9.6 million is a lot of	04:51:20	10	about my deep concern.	04:52:16
11	money. It's a big deal. And we're just	04:51:22	11	So thank you, Ms. Corbett Sanders.	04:52:17
12	not having the time to talk about it	04:51:25	12	MS. CORBETT SANDERS: Well, I was gonna say I	04:52:20
13	tonight. So thank you for indulging me.	04:51:26	13	would second your motion to postpone.	04:52:21
14	I appreciate it.	04:51:30	14	MS. McLAUGHLIN: I would say we might be safer	04:52:26
15	CHAIRWOMAN ANDERSON: Thank you.	04:51:31	15	to just hear if anybody else has concerns	04:52:27
16	Ms. Corbett Sanders?	04:51:32	16	before we put a motion on the table, to	04:52:29
17	MS. CORBETT SANDERS: So, Ms. McLaughlin, are	04:51:34	17	be honest.	04:52:33
18	you making a motion to postpone this to	04:51:39	18	CHAIRWOMAN ANDERSON: So let me try to be very	04:52:34
19	the next regularly-scheduled business	04:51:41	19	efficient about this. If there are any	04:52:37
20	meeting?	04:51:48	20	board members who -- this is just a	04:52:39
21	CHAIRWOMAN ANDERSON: Ms. McLaughlin?	04:51:49	21	pulse. This is not a vote. It is just	04:52:41
22	MS. McLAUGHLIN: Sorry. I didn't know I was	04:51:54	22	to give some data to Ms. McLaughlin, who	04:52:44
23	muted.	04:51:55	23	would be wanting to engage in a	04:52:46
24	I was gonna say I thought about	04:51:55	24	conversation to postpone, please raise	04:52:48
25	that; but I know everybody's tired and	04:51:57	25	your hands at this time.	04:52:50

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1	Okay. We have Ms. Corbett Sanders,	04:52:56	1	detailed in the agenda item.	04:53:52
2	Ms. Keys-Gamarra, Ms. McLaughlin. So we	04:52:58	2	All of those in favor? Ms. Derenak	04:53:54
3	have three -- and Ms. Pekarsky. So we	04:53:00	3	Kaufax, Mr. Frisch, Ms. Meren, Ms. Cohen,	04:53:59
4	have four.	04:53:03	4	Ms. Omeish, Ms. Tholen, and myself. Oops,	04:54:04
5	Please lower your hands.	04:53:05	5	I can't get this -- Am I still here? Can	04:54:09
6	Ms. McLaughlin?	04:53:06	6	I be heard?	04:54:12
7	MS. OMEISH: I had my hand up, too. Sorry.	04:53:09	7	PARTICIPANT: Yeah.	04:54:13
8	CHAIRWOMAN ANDERSON: Okay. So we have five	04:53:14	8	PARTICIPANT: Yeah. We can hear you.	04:54:14
9	with Ms. Omeish.	04:53:15	9	PARTICIPANT: We can hear you.	04:54:15
10	Ms. McLaughlin, did you want to	04:53:17	10	CHAIRWOMAN ANDERSON: Okay. Then my button	04:54:16
11	have -- Did you want to use that data?	04:53:19	11	are just not working.	04:54:17
12	MS. McLAUGHLIN: I -- I think that I spoke to	04:53:23	12	Okay. Now it is. So that is	04:54:18
13	it and people voted the way they did with	04:53:25	13	myself, that is seven.	04:54:21
14	their pulse; so I'm not offering an	04:53:26	14	All of those who are opposed?	04:54:23
15	amendment at this time.	04:53:28	15	We have Ms. Keys-Gamarra,	04:54:30
16	CHAIRWOMAN ANDERSON: Thank you.	04:53:30	16	Ms. McLaughlin, Ms. Pekarsky, Ms. Sizemore	04:54:31
17	Ms. Corbett Sanders, would you like	04:53:31	17	Heizer.	04:54:36
18	to complete your statement or may I call	04:53:33	18	And abstentions?	04:54:37
19	for the vote?	04:53:38	19	Ms. Corbett Sanders, are you	04:54:46
20	MS. CORBETT SANDERS: You can call for the	04:53:40	20	abstaining?	04:54:50
21	vote.	04:53:42	21	MS. CORBETT SANDERS: Yes, ma'am. I am. I	04:54:52
22	CHAIRWOMAN ANDERSON: Okay. The motion before	04:53:43	22	asked for a --	04:54:53
23	us is to move the school board to approve	04:53:44	23	CHAIRWOMAN ANDERSON: Okay. Thank you.	04:54:54
24	revenue and expenditure changes reflected	04:53:46	24	MS. CORBETT SANDERS: -- I haven't received	04:54:55
25	in the FY 2021 mid-year budget review as	04:53:49	25	yet; so I don't have the information to	04:54:55
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1	make an informed decision.	04:54:57	1	Services and our advocates from the	04:55:49
2	CHAIRWOMAN ANDERSON: Thank you very much.	04:54:59	2	special education community for working	04:55:52
3	I -- I'm having some glitches so I'm	04:55:02	3	so hard on getting this policy, and my	04:55:55
4	having a little bit of a hard time.	04:55:03	4	colleagues as well who have been working	04:55:57
5	At this point the motion will carry.	04:55:05	5	really hard to get this policy in a place	04:56:00
6	I'll now call on Ms. Sizemore Heizer	04:55:09	6	where I think we will be doing right by	04:56:02
7	for a motion on the restraint and -- on	04:55:10	7	our students and right by our staff.	04:56:05
8	the restraint and seclusion policy update.	04:55:13	8	I am very excited that we are	04:56:08
9	MS. SIZEMORE HEIZER: Thank you. And, again,	04:55:16	9	banning seclusion at all sites, except for	04:56:10
10	I apologize for not having my camera on.	04:55:18	10	three, immediately; and working to ban it	04:56:12
11	I'm having major connectivity issues	04:55:20	11	system-wide in the beginning of school	04:56:16
12	today.	04:55:22	12	year '22-'23. I'm very excited to ban	04:56:20
13	So I move that the school board	04:55:22	13	prone and supine restraint. Again, I	04:56:22
14	approve the new restraint and seclusion	04:55:25	14	think this -- And I'm very excited to	04:56:24
15	policy as presented and detailed in the	04:55:27	15	have an emphasis on positive behavior	04:56:27
16	agenda items.	04:55:29	16	intervention support, disaggregating data	04:56:28
17	CHAIRWOMAN ANDERSON: Do we have a second?	04:55:32	17	and parent notification.	04:56:32
18	MS. OMEISH: Second.	04:55:35	18	So I just wanted to really briefly	04:56:34
19	CHAIRWOMAN ANDERSON: Thank you, Ms. Omeish	04:55:36	19	make a shout-out to Dr. Boyd for being so	04:56:35
20	Ms. Sizemore Heizer, please go ahead	04:55:38	20	collaborative and so responsive to the	04:56:38
21	and speak to your motion.	04:55:40	21	community, to the board. I was -- I've	04:56:42
22	MS. SIZEMORE HEIZER: I will just be very,	04:55:41	22	been very thrilled to work with her; and I	04:56:46
23	very brief, considering the late hour. I	04:55:42	23	think this is going to go a long way to	04:56:48
24	will just say that I'm very grateful to	04:55:44	24	providing a safe, caring and positive	04:56:50
25	Dr. Boyd and the Department of Special	04:55:47	25	culture for our students, especially those	04:56:53

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1	who are most vulnerable to succeed, as	04:56:55	1	be able to accomplish it.	04:57:47
2	well as providing opportunity to our staff	04:56:57	2	I am -- I have pulled back the --	04:57:49
3	to ensure that safe, positive and caring	04:56:59	3	the motion; but with the understanding	04:57:52
4	culture and staff safety.	04:57:01	4	that staff has adjusted the policy to	04:57:55
5	So I am thrilled and honored as a --	04:57:03	5	reflect a deadline for when this will	04:57:57
6	as a former special education advocate	04:57:06	6	happen.	04:57:59
7	to -- to bring this motion forward and	04:57:09	7	And so the goal is hopefully within	04:58:00
8	I -- I thank everybody who's worked hard	04:57:11	8	just a couple of semesters here, so	04:58:03
9	on it, and all our advocates who have	04:57:13	9	would -- By the next, not this coming	04:58:08
10	advocated strongly for our students.	04:57:15	10	year, but the following, our staff and our	04:58:10
11	So thank you.	04:57:18	11	buildings will all be prepared and ready	04:58:13
12	CHAIRWOMAN ANDERSON: Thank you	04:57:18	12	to ensure that no seclusion occurs and	04:58:16
13	Ms. Omeish, would you like to speak	04:57:19	13	that's, you know, with the installation of	04:58:18
14	to your second?	04:57:21	14	the appropriate equipment, with the	04:58:22
15	MS. OMEISH: Yeah. Thanks.	04:57:23	15	training of our -- of our teachers, our	04:58:22
16	So I -- I appreciate all the work	04:57:25	16	administrators to do this in a way	04:58:24
17	that's gone into this. I -- You know,	04:57:27	17	ultimately, what was convincing to me,	04:58:27
18	I -- I know I had mentioned to the	04:57:30	18	that is good for kids.	04:58:29
19	community I would be bringing a motion to	04:57:31	19	So what is that trauma-informed	04:58:30
20	ban seclusion sooner.	04:57:33	20	perspective gonna look like? What is the	04:58:32
21	I certainly feel the level of	04:57:36	21	compassionate skill set that staff need to	04:58:33
22	urgency and I -- and I am disappointed to	04:57:37	22	be prepared and equipped to know how to	04:58:37
23	kind of be in a place where while we knew	04:57:40	23	handle students and understand their	04:58:39
24	of this problem for some time, we were --	04:57:43	24	behavior is communication, and know how to	04:58:41
25	we were not finding ourselves prepared to	04:57:45	25	work with them to de-escalate and ensure	04:58:43
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1	everyone is safe and that -- that there's	04:58:45	1	working with our students whom struggle to	04:59:36
2	a positive outcome from the circumstance.	04:58:47	2	communicate.	04:59:40
3	So for those who wanted to see this	04:58:49	3	This policy prioritizes behavioral	04:59:42
4	sooner, it really came down to what is	04:58:53	4	intervention, multi-tiers of support and	04:59:45
5	gonna ultimately be better for these kids	04:58:54	5	professional development to address the	04:59:48
6	in the long run; and I hope -- I hope this	04:58:56	6	needs of some of our most vulnerable	04:59:50
7	sends a strong message to everyone that	04:58:58	7	students and approaches this work through	04:59:52
8	this is no longer acceptable.	04:59:01	8	a trauma-informed lens.	04:59:55
9	So that doesn't mean it's okay to	04:59:02	9	I'm very appreciative of Dr. Boyd's	04:59:57
10	put this into process whether we're ready	04:59:03	10	leadership in helping us develop a policy	04:59:59
11	or not.	04:59:06	11	that responds to the concerns of our	05:00:02
12	So thank you.	04:59:07	12	community and ensures that we have a	05:00:04
13	CHAIRWOMAN ANDERSON: Thank you, Ms. Omeish	04:59:08	13	caring culture in how we address the needs	05:00:06
14	I see that we have several other	04:59:10	14	of all of our students.	05:00:09
15	speakers for this motion. We will begin	04:59:11	15	I'm also very appreciative of the	05:00:10
16	with Ms. Corbett Sanders and then	04:59:14	16	collaboration with the ACSD and SEPTA and	05:00:12
17	Ms. Meren.	04:59:16	17	helping us develop this policy, and I am	05:00:15
18	MS. CORBETT SANDERS: Thank you, Madame Chair.	04:59:17	18	humbled by the thoughtful analysis that	05:00:19
19	This is perhaps the most difficult	04:59:20	19	you have provided to me and my colleagues	05:00:22
20	issue that has come before this board and	04:59:22	20	as we have addressed this policy.	05:00:24
21	frankly before me as a board member. It	04:59:25	21	And I'm also especially pleased to	05:00:26
22	is heart- wrenching to hear the stories	04:59:27	22	know that this policy will be extended to	05:00:29
23	that have been brought to us by our	04:59:30	23	our contracted third-party providers.	05:00:33
24	constituents, and we are committed to	04:59:31	24	Thank you, Madame Chair.	05:00:37
25	ensuring that we utilize best practices in	04:59:33	25	CHAIRWOMAN ANDERSON: Thank you, Ms. Corbett	05:00:40

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1 Sanders.	05:00:41	1 thing, that we -- this is what happens	05:01:35
2 Ms. Meren and then Ms. Cohen.	05:00:41	2 when engaged advocates, you know, work	05:01:38
3 MS. MEREN: Yeah, briefly, I want to say I'm	05:00:43	3 their tooshes off (snickers) to establish	05:01:42
4 most proud of two things with this	05:00:45	4 relationships with folks and when you	05:01:45
5 policy. One is that it reflects so much	05:00:46	5 have someone like Dr. Boyd come in and be	05:01:48
6 community input; and, two, that our new	05:00:48	6 open to having those conversations and be	05:01:51
7 director of special services worked to	05:00:53	7 willing to humbly say: I want to hear	05:01:56
8 really leave that in. And with the	05:00:54	8 what you have to say about it, as she	05:02:00
9 board, I feel like this is a real example	05:00:56	9 did, I think, with all of us on the	05:02:01
10 of really strong collaboration.	05:00:58	10 board, certainly with SEPTA and with	05:02:04
11 I'm very proud that we are banning	05:01:00	11 ACSD, and I'm beyond appreciative of it.	05:02:06
12 seclusion in all but three schools. It's	05:01:03	12 I can't -- This process has been	05:02:09
13 a major step. I also think, I mean, the	05:01:05	13 unlike any that I've been a part of here;	05:02:11
14 volume of work that this board has done	05:01:07	14 and I -- I -- I'm grateful -- and I'm	05:02:14
15 this year, the scope of topics, the -- the	05:01:09	15 grateful. I know we all have our	05:02:17
16 breadth, I mean, this -- these are huge,	05:01:11	16 representatives who serve us on the ACSD	05:02:19
17 huge initiatives that have, you know, not	05:01:13	17 and it's a thankless job, and they -- they	05:02:23
18 been addressed the way our community has	05:01:16	18 work so hard. And so I just want to say a	05:02:26
19 been asking us to, you know, in this way.	05:01:18	19 special thank you to my representative,	05:02:30
20 So, you know, it's good to see a	05:01:20	20 Toby Latham, who has provided more hours	05:02:33
21 good outcome for this. So thank you all	05:01:22	21 of counsel on how we get this right to me;	05:02:36
22 for this work.	05:01:27	22 and I'm so appreciative of it.	05:02:38
23 CHAIRWOMAN ANDERSON: Thank you	05:01:29	23 So thank you. And I -- I think this	05:02:40
24 Ms. Cohen?	05:01:31	24 is how we make good policy together.	05:02:44
25 MS. COHEN: I just wanted to echo the same	05:01:32	25 CHAIRWOMAN ANDERSON: Thank you.	05:02:47
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1 Mr. Frisch?	05:02:48	1 hour; but having been an intensely	05:03:44
2 MR. FRISCH: Thank you. I want to thank	05:02:50	2 involved community advocate for about	05:03:47
3 Ms. Sizemore Heizer and Ms. Omeish for	05:02:51	3 four years before I joined the board, I	05:03:49
4 their leadership on this issue and for	05:02:54	4 know firsthand what it means to sacrifice	05:03:52
5 our many conversations. I also want to	05:02:55	5 time away from your families to champion	05:03:55
6 thank Dr. Boyd and staff for	05:02:57	6 something that's extremely important and	05:03:58
7 demonstrating a willingness to work with	05:02:59	7 affects so many.	05:04:01
8 advocates and families. But most of all	05:03:02	8 So I do want to express my deep	05:04:02
9 I do want to thank, like my colleagues,	05:03:03	9 appreciation to SEPTA and all of the	05:04:05
10 the families who shared their stories	05:03:06	10 amazing advocates who had a voice in all	05:04:08
11 with us and who raised their voices.	05:03:07	11 of this. I echo Mr. Frisch's	05:04:10
12 That was the critical component	05:03:11	12 appreciation, though I will draw away the	05:04:14
13 here. And I hope that the collaboration	05:03:14	13 nuance of I don't want to necessarily be	05:04:19
14 that we saw in the revisions to this	05:03:17	14 thanking our staff. I -- I want to	05:04:21
15 policy are indicative of more successful	05:03:19	15 express my appreciation that they're doing	05:04:23
16 collaboration to come.	05:03:22	16 what I hope and expect them to do and what	05:04:25
17 You want to, you know, turn the	05:03:25	17 I believe, Dr. Brabrand, you're to be	05:04:28
18 page or, you know, build stronger	05:03:27	18 credited that you always had this	05:04:31
19 relationships? This is exactly how you do	05:03:29	19 commitment of us working with our	05:04:34
20 it.	05:03:32	20 communities in words and this is where it	05:04:38
21 So thank you very much to everybody	05:03:32	21 came through in actions.	05:04:41
22 involved.	05:03:35	22 So, definitely, kudos to Dr. Boyd	05:04:44
23 CHAIRWOMAN ANDERSON: Thank you	05:03:36	23 who's brand new, and right off the bat	05:04:48
24 Ms. McLaughlin?	05:03:37	24 demonstrated what caring culture looks	05:04:50
25 MS. McLAUGHLIN: Yes. It's -- it's a late	05:03:41	25 like in the engagement with our	05:04:53

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1	communities and -- and I know that	05:04:55	1	comments for our work session that	05:05:55
2	Dr. Brabrand and his team continue to	05:04:58	2	happened right after Thanksgiving.	05:05:58
3	strive toward that. And for that, I am	05:05:02	3	And just a little shout-out to Lucy	05:06:00
4	very appreciative, especially at this very	05:05:04	4	John, my Dranesville ACSD representative.	05:06:03
5	late hour.	05:05:07	5	Thank you for the e-mails and the comments	05:06:06
6	SUPERINTENDANT BRABRAND: Thank you	05:05:08	6	and the phone calls. It was super helpful	05:06:08
7	Ms. McLaughlin. Dr. Boyd did a fantastic	05:05:08	7	and really, really appreciated.	05:06:11
8	job. Thank you all for your comments.	05:05:11	8	Thanks to everyone for their	05:06:13
9	She's really doing an amazing job. Her	05:05:13	9	efforts. This has been a nice success.	05:06:15
10	and her team. Thank you, Dr. Boyd.	05:05:16	10	CHAIRWOMAN ANDERSON: Thank you.	05:06:19
11	CHAIRWOMAN ANDERSON: Thank you.	05:05:19	11	Ms. Derenak Kaufax?	05:06:20
12	Ms. Tholen and then we will call for	05:05:19	12	MS. DERENAK KAUFAX: The same. I -- I want	05:06:25
13	the vote -- I'm sorry, and then	05:05:22	13	to -- as so many of my colleagues have	05:06:27
14	Ms. Derenak Kaufax.	05:05:23	14	stated, this is a great example of how to	05:06:28
15	MS. THOLEN: Yes. At the risk of sounding	05:05:27	15	work with the community, staff and our	05:06:34
16	like a broken record, I just wanted to	05:05:29	16	board to make things better.	05:06:36
17	say some thank yous as well.	05:05:31	17	I -- Thanks to the families who	05:06:40
18	A huge thank you for Dr. Boyd for	05:05:33	18	shared their difficult stories with us.	05:06:42
19	just jumping in and working on this and	05:05:35	19	We -- We do appreciate that and we want	05:06:44
20	doing such a collaborative effort. I'm a	05:05:39	20	to make certain that we are -- you	05:06:48
21	huge fan of bringing in the community and	05:05:41	21	understand the under -- you understand	05:06:52
22	working collaboratively.	05:05:44	22	that we are listening to you and we are	05:06:54
23	And a huge, huge thanks to SEPTA and	05:05:46	23	working to make things better.	05:06:56
24	ACSD for, I know, putting in long hours	05:05:49	24	And, again, thanks to Dr. Boyd and	05:07:01
25	over Thanksgiving weekend to get us all	05:05:52	25	her team for working with the community	05:07:03
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1	and all the advocacy groups.	05:07:05	1	is that: The school board approve the new	05:07:48
2	So I will be supporting this.	05:07:07	2	restraint and seclusion policy as	05:07:51
3	CHAIRWOMAN ANDERSON: Thank you very much	05:07:11	3	presented and as detailed in the agenda	05:07:53
4	Ms. Derenak Kaufax.	05:07:12	4	item.	05:07:55
5	I -- I do not see any new speakers.	05:07:13	5	All of those in favor?	05:07:56
6	I will now call for the vote.	05:07:15	6	We have Ms. Pekarsky, Ms. Omeish,	05:07:59
7	MS. SIZEMORE HEIZER: Madame Chair, can I ask	05:07:17	7	Ms. Tholen, Ms. Cohen, Ms. Sizemore	05:08:02
8	for the privilege to have a quick	05:07:18	8	Heizer, Mr. Frisch, Ms. Meren,	05:08:04
9	go-back? I apologize. This is	05:07:19	9	Ms. McLaughlin, Ms. Corbett Sanders,	05:08:07
10	Ms. Sizemore Heizer -- very, very quick,	05:07:22	10	Ms. Derenak Kaufax, Ms. Keys-Gamarra, and	05:08:09
11	I promise.	05:07:23	11	myself. And that is unanimous.	05:08:12
12	CHAIRWOMAN ANDERSON: You've got 15 seconds	05:07:24	12	Please lower your hands. Thank you	05:08:15
13	Ms. Sizemore Heizer.	05:07:26	13	all and thank you to Dr. Boyd and her	05:08:17
14	MS. SIZEMORE HEIZER: I just wanted to share	05:07:27	14	team.	05:08:21
15	with my colleagues and especially	05:07:28	15	At this time I call on Ms. Omeish	05:08:21
16	Dr. Boyd that I am actually literally in	05:07:29	16	for a motion.	05:08:22
17	tears, as someone who's worked 15 years	05:07:32	17	MS. OMEISH: Okay. I move that the school	05:08:24
18	for special ed advocacy; and I want to	05:07:34	18	board renew its contract with Dr. Scott	05:08:27
19	thank you all for -- for this first step.	05:07:36	19	Brabrand as superintendent, to authorize	05:08:32
20	And I think with be improving for our	05:07:38	20	the chair to execute the amended contract	05:08:34
21	special ed students, and thank you for	05:07:41	21	as detailed in the agenda item.	05:08:37
22	putting me in tears at midnight tonight.	05:07:43	22	CHAIRWOMAN ANDERSON: Is there a second	05:08:39
23	That's all.	05:07:45	23	Thank you, Ms. Sizemore Heizer.	05:08:46
24	CHAIRWOMAN ANDERSON: Thank you.	05:07:45	24	At this time I'd like to offer some	05:08:49
25	I now move -- The motion before us	05:07:46	25	statements regarding this. As one of --	05:08:51

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1	one of the most important responsibilities	05:08:54	1	with him.	05:09:59
2	of any school board is providing oversight	05:08:56	2	At this time I will now call for the	05:09:59
3	of the division superintendent.	05:09:00	3	vote.	05:10:02
4	Over the past few months, our 12	05:09:02	4	All in favor of -- Let me -- I've	05:10:02
5	board members carefully deliberated to	05:09:05	5	got to find it -- to move the school board	05:10:06
6	reach consensus on this contract. As	05:09:07	6	to renew the contract with Dr. Brabrand as	05:10:08
7	chair I am grateful for the commitment of	05:09:10	7	superintendent, to authorize the chairman	05:10:10
8	my colleagues to come together on this	05:09:12	8	to execute the amended contract as	05:10:13
9	very important matter.	05:09:15	9	detailed in the agenda item, please your	05:10:15
10	Given that the superintendent	05:09:17	10	hands at this time.	05:10:17
11	contract is set to end on June 30th, 2021,	05:09:19	11	We have Ms. Sizemore Heizer,	05:10:19
12	the board has collectively decide to	05:09:23	12	Ms. McLaughlin, Ms. Omeish, Ms. Tholen,	05:10:20
13	extend it for an additional year.	05:09:25	13	Ms. Derenak Kaufax, Ms. Meren,	05:10:24
14	FCPS has faced monumental challenges	05:09:28	14	Ms. Pekarsky, Mr. Frisch, Ms. Corbett	05:10:25
15	this year and the board deeply appreciates	05:09:31	15	Sanders, Ms. Keys-Gamarra, Ms. Cohen and	05:10:28
16	all that Dr. Brabrand has done to lead the	05:09:34	16	myself.	05:10:31
17	school system during this very trying	05:09:37	17	And my button still doesn't work.	05:10:32
18	time.	05:09:40	18	That is unanimous. Please lower your	05:10:34
19	He has built his extensive	05:09:41	19	hands at this point.	05:10:35
20	educational career within FCPS and has	05:09:42	20	I now call on Ms. Pekarsky for the	05:10:37
21	never wavered in his passion to serve. We	05:09:45	21	consent agenda item, and my water break.	05:10:41
22	are grateful for the relationship he has	05:09:48	22	MS. PEKARSKY: If you would just give me a	05:10:47
23	cultivated for our system and for the	05:09:50	23	minute -- I'm sorry. I'm trying to pull	05:10:49
24	collaborative culture he has inspired. We	05:09:53	24	this up. I do apologize. I'm sorry,	05:10:54
25	look forward to continuing our partnership	05:09:56	25	Dr. Anderson. It is late. I am sorry.	05:11:02

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1	CHAIRWOMAN ANDERSON: We're fine. I'm still	05:11:06	1	The new business item is on the screen.	05:12:12
2	here.	05:11:09	2	There will not be a vote on this item but	05:12:14
3	MS. PEKARSKY: I am trying to find it.	05:11:09	3	action is scheduled at a future meeting.	05:12:18
4	CHAIRWOMAN ANDERSON: You just need to have	05:11:12	4	At this time I call on Dr. Brabrand	05:12:22
5	the agenda -- the consent agenda be	05:11:13	5	for superintendent matters. We can remove	05:12:24
6	posted.	05:11:15	6	this from the screen, Ms. -- Thank you,	05:12:30
7	MS. PEKARSKY: Yeah, I got it. No.	05:11:15	7	Ms. Mulberg.	05:12:33
8	Our adopted rules of parliamentary	05:11:18	8	Dr. Brabrand.	05:12:34
9	procedure, Robert's Rules, provide for a	05:11:20	9	SUPERINTENDANT BRABRAND: Thank you, Chairman	05:12:36
10	consent agenda listing several items for	05:11:22	10	Anderson.	05:12:37
11	approval by a single motion. Many items	05:11:24	11	First of all, I want to thank	05:12:37
12	listed have gone through board review, and	05:11:27	12	Dr. Anderson and the entire school board	05:12:39
13	documentation has been provided to all	05:11:29	13	for your kind words and for the unanimous	05:12:41
14	board members and the public in advance.	05:11:31	14	vote this evening to extend my contract.	05:12:44
15	Items may be reviewed from the	05:11:34	15	I do look forward to our continued	05:12:47
16	consent agenda at the request of any board	05:11:35	16	partnership together and our collective	05:12:49
17	member prior to the meeting.	05:11:38	17	commitment to students, staff and to our	05:12:51
18	Okay. All right. Do -- I am so	05:11:51	18	community here in Fairfax County; and I	05:12:53
19	sorry, but my screen went blank. So --	05:12:00	19	welcome the opportunity to continue the	05:12:56
20	CHAIRWOMAN ANDERSON: That's fine.	05:12:03	20	collaborative work that we have working	05:12:58
21	MS. PEKARSKY: All right.	05:12:04	21	with our stakeholders in FCPS and in our	05:13:02
22	CHAIRWOMAN ANDERSON: I will pick up. We are	05:12:04	22	entire Fairfax County community.	05:13:05
23	here to support each other.	05:12:07	23	As a long-time member of this	05:13:08
24	MS. PEKARSKY: I am so sorry.	05:12:08	24	community, this is my home and I truly	05:13:10
25	CHAIRWOMAN ANDERSON: I will pick up on that	05:12:10	25	love this division. I love the staff, the	05:13:13

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1	students, the school board and all the	05:13:15	1	we have some teachers who will be teaching	05:14:17
2	unique and outstanding features that make	05:13:18	2	virtually even as students return to	05:14:20
3	Fairfax County such a special place to	05:13:20	3	school. So look forward to that job fair.	05:14:23
4	live, work, play and learn.	05:13:22	4	Tomorrow we'll also be looking for	05:14:28
5	There is no better place to learn	05:13:26	5	anybody who wants to be a substitute	05:14:29
6	and have an education than in Fairfax	05:13:27	6	teacher in 2021.	05:14:32
7	County Public Schools; and I thank you all	05:13:30	7	And then finally, I just want to say	05:14:34
8	for your dedication and your work as board	05:13:32	8	this is -- I believe this is our last	05:14:37
9	members.	05:13:36	9	school board meeting for the month. 2020	05:14:39
10	And it is my pleasure to continue	05:13:37	10	draws to a close, and I just want to wish	05:14:43
11	and honor to continue to serve Fairfax	05:13:39	11	the board and their families and all of	05:14:45
12	County Public Schools community. So thank	05:13:41	12	our Fairfax County Public Schools families	05:14:47
13	you.	05:13:44	13	and staff a wonderful winter break.	05:14:50
14	I want you to know later today,	05:13:44	14	I know this -- This year has been a	05:14:53
15	since we're actually just past the	05:13:47	15	year unlike any other, and many are ready	05:14:55
16	midnight hour, later today, we'll have a	05:13:49	16	to see 2020 closed; but I know that in a	05:14:57
17	classroom monitor job fair from 11:00 a.m.	05:13:51	17	way this pandemic has allowed us all to	05:15:02
18	to 1:00 p.m. We're working to get more	05:13:55	18	come together, to challenge ourselves and	05:15:06
19	monitors to support our return to school.	05:13:58	19	one another with greater care and greater	05:15:09
20	We've got great progress we've done	05:14:02	20	compassion and greater dedication for the	05:15:12
21	in our elementary schools, though we still	05:14:04	21	things that matter, including our children	05:15:15
22	need a few more; and we really do need --	05:14:06	22	and our children's education.	05:15:18
23	particularly at our (unintelligible) high	05:14:09	23	So I hope everyone has a wonderful	05:15:20
24	some additional monitors to come in and	05:14:11	24	break and happy new year and see you in	05:15:23
25	help work and provide some supervision as	05:14:13	25	2021. Thank you.	05:15:25
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1	CHAIRWOMAN ANDERSON: Thank you, Dr. Brabrand	05:15:28	1	I will call on Ms. Keys-Gamarra for	05:16:24
2	At this time we are up to our board	05:15:30	2	an update from the Audit Committee.	05:16:27
3	committee report. I will now call on	05:15:32	3	MS. KEYS-GAMARRA: Yes. I'm trying to get	05:16:30
4	Mr. Frisch for our Governance Committee	05:15:34	4	on. Thank you.	05:16:33
5	report.	05:15:38	5	Yes. We had an Audit Committee	05:16:34
6	MR. FRISCH: Thank you. I'll keep this brief.	05:15:38	6	meeting on December 9th where we reviewed	05:16:37
7	In our meetings week before last, we	05:15:41	7	several items, including the fiscal year	05:16:40
8	approved the conflicts of interest policy	05:15:44	8	2020 annual report which is an important	05:16:43
9	changes that we've been working on for	05:15:46	9	initiative where we look at our	05:16:46
10	many months as well as related actions	05:15:49	10	accomplishments in this past year.	05:16:49
11	seeking additional guidance from the	05:15:51	11	We completed the school board	05:16:53
12	auditor general and council.	05:15:53	12	approved audit plan and continued to	05:16:54
13	We also discussed stakeholder	05:15:56	13	manage the fraud waste and abuse hotline	05:16:58
14	engagement for the upcoming anti-racist	05:15:58	14	and received the report on that.	05:17:00
15	and controversial issues policies and	05:16:00	15	We also looked at the success of our	05:17:03
16	requested a work session from the chair	05:16:03	16	audit buzz where we currently have over	05:17:06
17	and vice chair to discuss the scope of	05:16:04	17	1500 subscriptions and are working for a	05:17:08
18	this engagement and associated costs.	05:16:07	18	greater outreach.	05:17:10
19	Finally, we also reviewed the	05:16:09	19	In January -- on January 5th, we	05:17:13
20	November no-change memo and sent one	05:16:11	20	will have a school board work session to	05:17:15
21	policy on to the full board for consent	05:16:13	21	review the audit report. In addition	05:17:17
22	for the consent agenda, and the rest of	05:16:15	22	of -- to the annual report, the committee	05:17:20
23	them are -- have been added to our agenda.	05:16:17	23	also went through the fiscal year 2021	05:17:23
24	And that's it for me. Thank you.	05:16:20	24	internal audit engagement and internal	05:17:25
25	CHAIRWOMAN ANDERSON: Thank you, Mr. Frisch.	05:16:22	25	inquiry status as well as the audit	05:17:27

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1	recommendations follow-up status.	05:17:30	1	TRANSCRIPTIONIST'S CERTIFICATE	
2	Thank you.	05:17:32	2		
3	CHAIRWOMAN ANDERSON: Thank you very much,	05:17:33	3	I, Mary C. Dopico, CSR, RPR, CRR,	05:18:16
4	Ms. Keys-Gamarra.	05:17:34	4	Transcriptionist, certify that the foregoing is a true	05:18:16
5	We are now up to item 9.01, which	05:17:36	5	and accurate transcription of the audio recording of	05:18:17
6	are the board matters.	05:17:40	6	the proceedings in the above-entitled matter; said	05:18:17
7	Barring any objections, since it is	05:17:42	7	audio recording titled:	05:18:18
8	12:30, I would like to skip this board	05:17:44	8	FCPS School Board Meeting 12-17-2020 mp4;	05:18:18
9	matters for this evening. If there are	05:17:50	9	I further certify that I am neither counsel	05:18:19
10	any objections, please raise them at this	05:17:51	10	for, related to, nor employed by any of the parties to	05:18:19
11	time by raising your hand.	05:17:53	11	the action in which this proceeding was taken;	05:18:20
12	MS. KEYS-GAMARRA: Can we just shout happy	05:17:57	12	I further certify that I am not financially	05:18:21
13	holidays to everybody?	05:17:59	13	or otherwise interested in the outcome of this action.	05:18:21
14	CHAIRWOMAN ANDERSON: We can certainly do that	05:18:00	14	Certified to by me on this the 21st day of	05:18:22
15	before we adjourn. I just wanted to give	05:18:01	15	July, 2021.	05:18:23
16	some teacher wait time to get those hands	05:18:04	16		
17	up for everybody who's clamoring to have	05:18:06	17		
18	board matters at midnight.	05:18:08	18	Mary C. Dopico, CSR, RPR, CRR	05:18:23
19	We are now adjourned at 12:30.	05:18:10	19	Texas CSR No. 463, Exp. 4/30/2023	05:18:23
20	Let's just wish the entire community a	05:18:13	20		
21	happy holiday, a collaborative chorus.	05:18:15	21	Independent Contractor To:	05:18:23
22	(All saying "happy holidays.")		22	Magna Legal Services	05:18:24
23	CHAIRWOMAN ANDERSON: Thank you everybody.	05:18:15	23	Seven Penn Center	05:18:24
24	Good night.	05:18:16	24	1635 Market Street, 8th Floor	05:18:24
25	(Audio recording ended.)		25	Philadelphia, PA 19103	05:18:24
				215/207-9460 Fax: 215/207-9461	05:18:25

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